

Grantee 2003 Annual Report

2002 Community Food Projects

This compilation shows actions taken and progress made of 2000-2002 Community Food Program Grantees

Shared Harvest – Providence

Southside Community Land Trust

Providence, RI

FY 2002 grantee funded at \$220,000 for three years

Report received December 15, 2003

Project goal: In order to deliver fresh, locally-grown, culturally acceptable produce to inner-city residents, the project will establish a new-entry farmer incubator program, support creation of a farmers' market, and help establish a community supported agriculture (CSA) program to serve low-income urban residents in Providence. With substantial involvement from state and federal agencies, the project will utilize a donated 50-acre parcel of land for new, primarily immigrant farmers who, once established in farming, will be aided by the grantee in getting additional land. The farmers' market will be developed in a low-income neighborhood and be accessible to low-income consumers.

OBJECTIVES

Proposed	Performance
1. Create a farm business incubator for recent immigrants and low-income individuals who want to farm.	1. The project to aid immigrant farmers was well underway after the first year, with a VISTA volunteer helping to staff the effort.
A. Provide land, technical training, loan capital, and equipment for up to 10 prospective farmers.	A. The grantee completed a 20-year lease with the State for the use of a 50-acre dairy farm which had been idle for 10 years.
	The grantee held outreach meetings with neighborhood groups to recruit potential immigrant farmers. Twelve persons applied to the training program; five were accepted and four trained – a Nigerian, a Cambodian, and two Hmong.
B. Aid 75 percent of incubator farmers in eventually moving off the farm incubator to establish commercial agricultural businesses in Rhode Island.	B. Collaboration with Johnson & Wales University allowed the project to offer free business and marketing training to participants. Microenterprise workshops covered soil, organic farming, greenhouse usage, pest and disease control, and other

topics. The project also aided trainees with seed selection, marketing plans, equipment and tools (including purchase of a tractor), and loans.

C. Assist incubator farmers in selling produce through the farmers' market, local restaurants, and other markets.

2. Create the Broad Street Farmers' Market in the Southside of Providence to benefit low-income members of the community.

A. Provide for different payment methods at the market, including food stamps, WIC farmers' market coupons, and cash.

B. Offer cooking and nutrition demonstrations each week at the farmers' market.

C. The farmers' market will serve as an outlet for produce grown by incubator farmers.

D. Involve youth in selling produce at the market.

C. With assistance from grantee staff, two of the four farmers who sold produce locally did very well selling value-added products at farmers' markets and to restaurants. Four additional farmers were selected for intense assistance in year two.

2. The Broad Street Farmers' Market, using Indian Council land at no cost, was opened the summer before the project was funded. Additional farmers, cooperative, and community gardeners were recruited for the market as a result of the grant. Local media coverage and signage in various languages on market day helped promote the market.

A. Arrangements were made for the farmers' market to be the first in the state to allow for redemption of electronic food stamp benefits. WIC farmers' market coupons aided the market substantially by accounting for approximately 75 percent of sales in year one.

B. Local chefs provided cooking demonstrations weekly at the market, in addition to local entertainment, a costumed "Vegetable Man," and a nutritional information and recipe exchange area.

C. Four farmers were able to utilize the market to sell their produce in year one.

D. Four youth, hired by a community agency, harvested and sold produce at the coop table at the market during the summer of year one.

3. Create a low-income CSA on the project farm site to serve local families.

A. Offer family and institutional shares to low-income residents of the Southside Providence community.

B. Offer affordable payment plans for low-income families, including food stamps, work shares, subsidy shares, and scheduled payments.

C. Grow a diverse selection of crops to serve the different ethnic groups who are part of the CSA membership.

D. Host cooking and nutrition classes as part of the CSA program.

E. Provide CSA pick-up options at the farmers' market or the grantee's urban farm.

F. Grow a portion of the food produced for the CSA organically.

3. Planning in year one focused on developing a CSA customer base and fee schedule.

A. Year one activities generated a CSA customer base of 50 shareholders for year two operations.

B. A payment plan with a sliding scale to allow the participation of low-income households was devised in year one, supplemented by a scholarship fund. Volunteer labor will also be encouraged among shareholders.

C. CSA crops will be grown at Urban Edge and City Farms, with crops determined, in part, by low-income members.

D. The grantee is negotiating with a local chef to offer cooking demonstrations in return for a CSA share.

E. City Farm has been designated as the CSA pick-up site for year two. Future pick-ups may occur at Urban Edge Farm.

F. Plans call for CSA crops to be grown organically.

Project Self-Sustainability

A long-term, one-dollar per year lease from the state for farmland is one of the key ingredients in future self-sustainability of the project. It is hoped that the CSA will also become self-sufficient.

2002 Community Food Projects

Appalachian Spring Cooperative Self-Sustainability Project

Jubilee Project, Inc.
Sneedville, TN

FY 2002 grantee funded at \$182,000 for three years

Report received December 15, 2003

Project goal: Located in a poor Appalachian community where growers are trying to transition from tobacco production to other crops and more sustainable farming practices, the project will strengthen a nascent member-owned cooperative of farmers and food product processors by hiring a business manager and other staff, developing new food product enterprises, and improving marketing strategies.

OBJECTIVES

Proposed

1. Increase the ability of low-income Cooperative members and their families to meet their food needs.

A. Cooperative members will increase available income so that they are better able to purchase food.

B. Cooperative members will make the food products of their business available to other Cooperative members at a cost below retail value.

2. Increase the number of successful, self-sustaining businesses in the communities of Cooperative members.

Performance

1. The Appalachian Spring Cooperative (ASC) was established to help low-income farmers transition to sustainable agriculture, move from tobacco to other crops, and increase the income of members.

A. One hundred percent of 11 ASC members who produced commercial products reported increased income in year one of the project. Sales volumes are expected to triple in year two.

B. ASC members also give each other a five percent discount that helps on food purchases.

2. ASC membership increased from 30 to 45 individuals during year one. Of these, 32 are engaged in honeybee/honey production and 11 are producing a value-added product for commercial sale.

A. 67 percent of the businesses of Cooperative members will show progress toward business success by the end of the grant period.

3. The Appalachian Spring Cooperative will be established as a self-sustaining program benefitting members, farms, and communities in the region.

A. Cooperative revenue will match or exceed expenses by the end of the grant period.

B. The Cooperative will increase the linkages between local growers, local small-scale food product processors, and markets (wholesale, retail, and direct to consumer).

C. At least 50 percent of the food product businesses in the Cooperative will make progress in transitioning toward more sustainable agriculture.

A. In response to written and oral surveys, all makers of commercial products are showing success and increased sales. Others note that the cooperative has been helpful to them in business planning.

3. ASC efforts have provided networking opportunities, financial assistance, labeling help, liability insurance, and other services.

A. By the end of year one, yearly revenue was 15 percent of the goal.

B. ASC has created a link with the Tennessee Farmers Cooperative Association that provides access to retail outlets.

C. Members have been exposed to sustainable agricultural practices in year one, but this was not a major focus of the project at that time.

Project Self-Sustainability

Sustainability plans emphasize fees from ASC producers to keep the project going. In addition to member fees, an emphasis on other streams of revenue will be increased, including expansion of the successful gift basket program, and the number of new products the Cooperative itself develops and offers to its members to take over. This was partially accomplished in year one and will be accelerated in future years. A Technology Opportunity Grant received by the grantee will also assist cooperative members.

2002 Community Food Projects

Navajo Agricultural Technology Empowerment Center

Developing Innovations in Navajo Education

Flagstaff, AZ

FY 2002 grantee funded at \$230,000 for three years

Report received October 16, 2003

Project goal: This project seeks to combat the high incidence of poverty and unemployment in the Navajo Nation by establishing a Center to address community food security issues. The project will increase the availability of locally grown foods to assist needy community members, help in the rediscovery of a traditional Navajo diet and lifestyle, and provide interactive, online agricultural education and job opportunities.

OBJECTIVES

Proposed

1. Deliver food self-sufficiency for Navajo communities through enhanced family farm production.

A. Develop a client list of 40 local community farms to participate in the project.

B. Integrate 40 regional family farms into the grant program.

C. Provide access to agricultural equipment necessary for traditional farming.

2. Develop integrated systems for Navajo community food distribution and agricultural commercial return.

Performance

1. The project has been successful in aiding family farmers in Navajo communities.

A. Outreach was conducted to identify local families to participate in the project.

B. A total of 42 families signed up to participate in the project in year one. The families are located in the communities of Birdsprings, Dilkon, Leeup, Teesto, and Tolani Lake. The average size farm plot was 2.15 acres.

C. The grantee offered tractor service at no cost to participating families. A total of 28 families benefitted from this service.

2. The 2002-2003 growing season “was a disaster on the Navajo Nation” due to severe drought. Consequently, there was no surplus produce available to market.

3. Improve nutritional health through advocacy and support of traditional diets.

A. Establish a native seed bank.

B. Provide skills training in traditional culinary arts and marketing.

4. Conserve the natural resources and ecosystems in the Navajo Nation through informed agricultural practices.

A. Analyze traditional and contemporary Navajo agricultural techniques for effectiveness and potential replication.

B. Provide access to marketint training models for family farms.

C. Youth will be involved in the project to deliver informed decisions on agricultural careers.

5. Establish an effective information distribution and communications network serving the unique needs of Navajo citizens in traditional agricultural systems renewal.

A. Set up digital cameras and laptop computer equipment at model farm locations and provide training in their use.

3. Farmers primarily planted corn, squash, and melons, but yields were low due to drought conditions, so the effort had a limited effect on nutritional instruction and health.

A. Most farmers saved seeds, but the grantee did not establish a seed bank in year one.

B. The grantee is prepared to assist farmers who want to market, if any crops survive the drought. Culinary arts training did not occur in year one.

4. Assessments were made on soil composition, plant development, propagation techniques, and pest control.

A. Hands-on activities were employed to provide farming experience.

B. The project owns and operates a stone burr mill or grinder and is looking into more extensive use of it for corn grinding.

C. Activities on this objective did not take place in year one.

5. Workshops and word-of-mouth methods have been used to disseminate project materials. The project was able to install five touchscreen monitors at community sites for public use in year one.

A. Other means of communication, such as the Internet, CDs, and DVDs, are being investigated for use in the project.

B. Custom design model farm websites and initial project data.

6. Build the capacity of indigenous communities in the Navajo Nation to make decisions and carry out plans for their own future.

A. Form a Community Advisory Council to guide and direct the project through strategic planning.

7. Continuously monitor and evaluate project effectiveness.

A. An effective evaluation instrument and data collection processes will be developed and analyzed.

B. The grantee and project partner ATTRA are involved in web-based information systems relevant to the project.

6. Self-determination is an important aspect of Navajo culture and is included as part of the project's approach.

A. A five-member, farm advisory council, or Food Council, was formed in year one to assist the project. The Council met on a monthly basis.

7. Project monitoring is ongoing.

A. No evaluation instrument was developed in year one.

PROJECT SELF-SUSTAINABILITY

The grantee is working with Heifer Project International to establish a community-based self-governing agricultural organization that will aid in perpetuating project objectives.

2002 Community Food Projects

Sylmar Cooperative Food and Development Project

Center for Urban Agriculture at Fairview Gardens
Goleta, CA

FY 2002 grantee funded at \$210,000 for three years

Report received December 12, 2003

Project goal: The project will promote the purchase and cultivation of healthy foods at low prices, along with educational programs, for a predominantly Hispanic population Northeast of Los Angeles through: creation of a food buying cooperative for the purchase of produce and staples; encouragement of backyard and community gardening; and establishment of a farmers' market for produce sales.

OBJECTIVES

Proposed

1. Develop a food buying cooperative.

A. Enroll 180 families in the cooperative.

B. The project will participate in Community Supported Agriculture.

C. Offer produce at a savings of 35 percent over retail market prices.

D. Encourage the participation of 150 student volunteers.

E. Collect data on produce pricing and demand.

2. Establish community and backyard gardens.

Performance

1. The Buyers' Club was initiated in year one, but faced sporadic participation that did not always let the Club take advantage of bulk purchases.

A. During year one, 64 families participated in the Buyers' Club.

B. Twelve households purchased annual memberships in the CSA in year one.

C. Savings for Club families averaged 15 percent below retail market prices in year one.

D. In year one, a total of 73 students volunteered to aid the project.

E. Pricing data was collected weekly during year one.

2. Community and backyard gardening programs were implemented during the first year of the project.

A. Assist 150 families with gardening.

B. Assist each family to generate approximately \$6,000 in annual income.

C. Sell excess produce to the cooperative and the farmers' market.

D. Work with high school students in growing seedlings for transplants.

E. Enhance the agricultural skills and knowledge of all families involved in the project.

3. Establish a farmers' market.

A. Establish a farmers' market in the project area.

B. Ensure the participation of 150 families in the farmers' market.

C. Assist 100 participants in learning management skills for operating a small business.

4. Provide community education.

A. In year one, 67 families participated in gardening activities. Thirty-four families gardened at a two-acre community garden site in Sylmar; another 18 households participated in a community garden in San Fernando; and fifteen families had a backyard garden.

B. Families that gardened saved an estimated \$350 annually in retail food costs. Although garden production was high, there was not enough to permit sales of produce.

C. There was not sufficient produce grown in the gardens for marketing.

D. Twenty-eight high school students helped produce seedlings for transplants.

E. The delivery of two workshops per month on gardening and agricultural techniques increased the skill levels of gardeners.

3. Project staff engaged in research and site visits to six existing markets to advance planning for a farmers' market in Sylmar.

A. No farmers' market was established in year one.

B. The farmers' market component of the project was not operational in year one.

C. Small business training was not delivered in the first year.

4. Community education was provided through semi-monthly workshops.

A. Deliver an average of two community workshops per month on relevant topics.

5. Increase the academic achievement of youth involved in the project.

A. Enroll 180 students in tutoring programs sponsored by the project.

B. Secure the participation of 30 college and high school students as tutors.

6. Enhance community networking.

A. Establish a community internet site for the project.

B. Create a list server to permit residents to communicate with one another and project staff.

C. Facilitate the ownership and operation of computers by 150 families.

A. Weekly workshops provided information on outreach, networking, nutrition, and healthy life styles.

5. Students were involved in the project through agricultural, tutoring, and adult education programs.

A. In year one, 96 students in K-12 were tutored. An additional 60 adults took English as a Second Language classes.

B. Fifty students participated in the project as tutors.

6. The grantee is involved in networking through various means.

A. The grantee established a project web site in year one to enhance networking.

B. A list serve was started in the project's first year and included 51 families.

C. Fifty-one families were set up with computers through the project during the first year.

Project Self-Sustainability

The income estimated to be generated from backyard and community gardening activities and the Buyers' Club has been acknowledged as not realistic. The grantee will be attempting to better manage its volunteer services and the cost of food production to help move the project toward self-sustainability.

2002 Community Food Projects

Growing Girls, Growing Communities

The Lower East Side Girls Club of New York
New York, NY

FY 2002 grantee funded at \$180,000 for three years

Report received December 17, 2003

Project goal: The project will build upon and expand an existing relationship between an inner-city youth development organization, a family farm, and a community health center. Girl-owned and operated “Juice Joints,” which already offer healthy muffins and fruit drinks at two New York public schools, will be opened in additional locations. The project will also start a café, develop and operate an education kiosk, establish a farmers’ market, and open a retail community supported agriculture (CSA) store.

OBJECTIVES

Proposed

1. Develop and deliver an eight-week training program for groups of 10-12 high school girls.
2. Establish “Juice Joints” serving healthy snacks and beverages at two schools, staffed by participants in the training course, so they may practice and develop business skills.
3. Train a small group of local adults and older teens in business management to allow them to operate school-based Juice Joints.

Performance

1. The grantee started an eight-week training course for 12 students at two different schools. Upon completion, trainees successfully opened their own Juice Joints. A new training course is being devised for year two that will include use of the kitchen and development of healthy beverages and snacks as part of a Girls Club Cook Book.
2. Juice Joints are in operation in two schools, staffed by participants from the training courses. Both businesses have been successful at selling healthy drinks and snacks. The grantee will offer business management classes in year two, coupled with development of a Juice Joint at a third school.
3. Trained students have been able to learn, practice, and develop business skills, including product development, advertising, basic economics and accounting, and profit sharing.

4. Open a retail Girls Club Café and Juice Bar in a commercial storefront that will train and employ local mothers.

5. Develop and operate an education kiosk in a local farmers' market.

6. Create a wellness program model with focuses on nutrition and healthy eating habits.

7. Launch a program for Girls Club members to introduce WIC mothers from a nearby health center to locally-produced agricultural products.

8. Open a CSA Market Store and food/farm education center in a new Girls Club facility.

4. The start of the retail Café and Juice Bar has been subject to construction delays, but should open in year two. The business will offer crafts as well as food. Student participants have received entrepreneurial training to operate the business in conjunction with local mothers.

5. The grantee started its own community farmers' market in year one with an educational kiosk.

6. The wellness program focuses on nutrition education and healthy eating. It includes information and observation of the growing and selling of fresh produce, along with meal preparation. Management of the farmers' market, visits to farms, creation of public service announcements, and development of value-added products are also part of the program.

7. WIC mothers are able to use coupons to purchase fresh produce at the grantee's farmers' market. WIC participants will also be invited to use the project kitchen during year two.

8. Opening of the CSA Market Store is not anticipated until near the end of the project. In the meantime, experience at the farmers' market offers training opportunities.

Project Self-Sustainability

Income earned from project operations are proposed to deliver 25 percent of total budget needs to continue services after the grant ends. The grantee is also seeking private and corporate funders.

2002 Community Food Projects

New Farmer Development Project

Council on the Environment, Inc.

New York, NY

FY 2002 grantee funded at \$120,000 for two years

Report received December 16, 2003

Project goal: In collaboration with Cornell University Cooperative Extension and the applicant's Greenmarket farmers' market system, this project will assist agriculturally experienced immigrants in New York City to enter farming in the region. The project proposes to provide training, placement, financing, monitoring, and follow-up technical assistance to bridge the urban-rural gap and create an agricultural future for skilled and interested immigrants.

OBJECTIVES

Proposed

1. Provide new farmers with an introduction to the region's agricultural and marketing opportunities, including small scale farming and organic farming.

2. Identify skilled agricultural employment opportunities with farmers participating in Greenmarket and other direct marketing programs.

3. Provide technical assistance for participants establishing independent farm operations.

Performance

1. The project offered participants a wide range of educational opportunities to aid in starting successful farming operations, including training classes covering livestock and vegetable production, sustainable and organic methods, IPM, marketing, financial management, and more. Forty participants took a 14-week course and 32 graduated. Other workshops also provided instruction on selected topics, along with a library or Spanish language materials.

2. Five project participants worked on established farms and others were placed on farms to gain hands-on experience

3. Participants worked at four independent farming operations and others were assisted by finding farm sites, developing lease agreements, support, and one-on-one technical assistance. Land identification was a key service offered, and the project identified 30 potential farm sites, 15 of which

were visited by staff and 10 deemed appropriate. Pro bono legal aid is being offered to help farmers get lease agreements.

4. Assist in providing access to demonstration farms – small parcels of land near the City for training in the production of organic produce.

4. Participants worked on six demonstration farms in the area. The grantee provided planning, technical assistance, machinery, and other inputs to promote success in raising and selling crops at Greenmarkets.

5. Monitor the operations of new farmers.

5. Grantee staff visited all farms at least once during the first year to meet with mentors and extension agents. Site visits and monitoring helped all project participants increase their sales figures.

6. Provide interest-free and low-interest loan opportunities for new farmers in the project.

6. The grantee is developing two new credit programs – a living loan fund which re-pays in-kind contributions (such as chickens to start an egg production business) and a regular loan fund, which is anticipated to begin lending money in year two.

7. Assist new farmers with marketing through the Greenmarket system.

7. In year one, 15 farmers from six farms and training sites sold items at Greenmarkets. The grantee helped with technical assistance, insurance, signage, scales, and tents. More ethnic crops are being developed.

PROJECT SELF-SUSTAINABILITY

Additional funding, sufficient to carry the project through its second year, has been received from USDA's Risk Management Agency, a foundation, and the Growing New Farmers Project. A comprehensive strategic plan is being developed, along with the loan programs, to gain some permanence for the effort.

Achieving Sustainable Agriculture Goals by Working with Low-Income Farmers to Meet Islamic Religious Dietary Needs

Center for Neighborhood Technology
Chicago, IL

FY 2002 grantee funded at \$120,000 for two years
Report received November 25, 2003

Project goal: The project will aid both farmers and consumers by linking low-income farmers in the Pembroke community on the urban fringes of Chicago with existing Muslim markets in the Bridgeview section of the Southwest suburbs to help meet Islamic religious dietary requirements with high quality, reliable Halal food.

OBJECTIVES

Proposed

1. Develop a relationship between African American farmers and Muslim practitioners.

A. Educate farmers about the necessary Hala, Zabiha, and Tayyab food standards.

B. Assist Muslims in understanding farmers' cultural and economic circumstances.

2. Meet the religious and dietary requirements of a large community of Chicago Muslims.

Performance

1. First year results were mixed. Muslim consumers expressed interest but were not strong on following through. Organizing farmers into cooperatives to sell to the Muslim community has also been challenging.

A. Farmers have been introduced to the meat requirements of the Muslim diet, but, with the exception of pastured poultry products, supply has been unable to meet demand.

B. Although the project has provided teaching opportunities for the customer base, understanding has not come easily. The maternity leave of the Muslim Outreach Coordinator during year one also hindered project progress.

2. Formation of a religiously-based consumer cooperative for meat has required imagination and perseverance. However, by the end of year one, the cooperative,

TAQWA Eco-Food, with 40 members, had been established with articles of incorporation, by-laws, and licensure completed. Operating expenses were still being explored.

3. Preserve an agricultural lifestyle by developing new skills and opening new markets for farmers with much needed, but little produced food products.

A. Assist farmers to become more economically self-sufficient and constrain urban sprawl.

B Assist farmers in developing new skills, including Internet marketing and new farming techniques to meet religious food requirements.

4. Develop replicable processes for market development, farmland preservation, and skills development that can be transferred to other communities of faith and economics.

3. Working with farmers in the Pembroke community has been challenging. Two farmer cooperatives are operating competitively. Capacity and processing issues, that are beyond the project's ability to resolve, have caused problems.

A. The supply of large animals has not been able to accommodate demand. Equipment costs, particularly lack of walk-in freezers, have been an issue.

B. Internet capacity is lacking in Pembroke, further complicating marketing opportunities.

4. These objectives are being addressed as the project proceeds, but have not been resolved during year one.

PROJECT SELF-SUSTAINABILITY

The TAQWA Eco-Food cooperative has incorporated, is preparing a business plan, and is on track to become self-sufficient by the end of the project period.

2002 Community Food Projects

The Local Food Alliance

Community Harvest/Tides Center
Washington, D.C.

FY 2002 grantee funded at \$130,000 for 18 months

Report received December 29, 2003

Project goal: Emphasizing community leadership, the project will establish a Local Food Alliance of community-based organizations and non-profits to expand access to nutritious food through seven farmers' markets and farm stands, aiding small farmers in the region as well as thousands of low-income consumers.

OBJECTIVES

<u>Proposed</u>	<u>Performance</u>
1. Develop community-based food project leadership and outreach teams at community development corporations and non-profit organizations.	1. The grantee's Local Food Alliance (LFA) has brought new partners together and helped advance food security. Community organizations has supported farmers' markets and farm stands.
2. Develop or expand seven farmers' markets and farm stands.	2. The project has assisted five farmers' markets and two farm stands to serve low-income communities and increase access to fresh produce. The LFA markets were in operation from May through November and offered cooking demonstrations. Farmers' Market Nutrition Program coupons provided approximately 50 percent of market sales.
3. Implement a nutrition education program.	3. Nutrition education activities focused on cooking demonstrations.
A. Coordinate nutrition education activities with community volunteers, graduate students, and community-based project partners.	A. Two Health Lifestyle Fairs were held at farmers' markets in year one and provided nutritional information, recipes, and a raffle for cookware items.
B. Present nutrition education services through the Healthy Cooking	B. A total of 30 cooking demonstrations were offered at eight

Project's monthly cooking demonstrations at each market to 1,200 persons in the community.

C. Provide hands-on nutrition courses to 200 youth and adults through the Living, Learning Laboratory.

4. Develop an annual Farmers' Market Leaders' Training to train 50 persons in farmers' market operations.

5. Coordinate quarterly Local Food Alliance Forums, focusing on relevant topics for community-based food project leadership, volunteers, farmers, and community-based organizations.

farmers' markets and farms stands during year one, reaching nearly 6,000 customers. After each cooking demonstration, donated cookware and food baskets were raffled off.

C. Over 1,500 youth and other volunteers worked at the Learning Center. Some 250 youth received hands-on learning in sustainable agriculture, hunger, and nutrition. Eleven youth participated in a summer employment program. Open houses were also held to provide information.

4. A Farmers' Market Leaders' Training session during the first year drew 30 farmers and community residents. Participants gained information on market development, management, and marketing. An evaluation of each farmers' market is planned for year two.

5. In addition to the training noted above, three other LPA forums were held in year one on such topics as outreach and community food assessments.

PROJECT SELF-SUSTAINABILITY

The grantee anticipates that operation of the farmers' markets and farm stands will become a routine part of the operations of project partners.

2002 Community Food Projects

Partnership for Food Security

Lincoln Action Program, Inc.

Lincoln, NE

FY 2002 grantee funded at \$180,000 for three years

Report received December 5, 2003

Project goal: The project will focus on food security for low-income persons, refugees, and immigrants, along with expansion of markets for farmers and assistance for families growing their own food. Project components will include a large surplus food distribution effort, creation of community gardens, establishment of a year-round Farmers' Market Store for sales of fresh food through a local farmer coalition, and microenterprise and education programs.

OBJECTIVES

Proposed

1. Substantially increase the availability of nutritious foods to low-income families.

A. Expand the capacity of the grantee's Perishable Food Program to serve 300 more families weekly and distribute 30,000 pounds more food per month.

B. Connect clients to other food resources by offering on-site applications for WIC, food stamp referrals, and other programs.

Performance

1. The grantee expanded the availability of nutritious foods through several agency programs.

A. The Perishable Food Program distributed more than 437,000 pounds of food during year one to an average of 400 families per week. Collaborations with the food bank, grocery stores, a bread company, and the farmers' market helped increase food donations. In total, 6,400 families were served through combined grantee food programming.

B. Food program participants complete a basic intake form to help the agency assess need and make appropriate referrals. A WIC representative is on-site once a month for registration, and a Family Advocate aids households in making applications to food stamps and other programs.

2. Increase the community's self-reliance in providing for its own food needs.

A. Expand the Community Garden Program to make 75 plots available to low-income people.

B. The Gathering Place kitchen will be made available to microenterprise entrepreneurs who are starting food-related small businesses.

C. Use a donated booth at the Farmers' Market Store for low-income gardeners to sell surplus produce.

D. Offer a workshop series to newly arrived refugees, including language classes, computer education, and basic life skills.

3. Establish sustainable, comprehensive responses to local food, farm, and nutrition issues.

A. Create a year-round Farmers' Market Store to market the products of local family farmers.

B. Conduct Food and Hunger Coalition meetings every other month.

2. All of the proposed activities – gardens, a kitchen, farmers' market, and training workshops – were undertaken to help increase self-reliance.

A. The grantee made 82 garden plots available to low-income people in three locations. Land, water, seeds, and garden equipment were available free-of-charge, donated by local businesses.

B. No entrepreneurs took advantage of kitchen use during year one, although the opportunity was available.

C. The Centreville Farmers' Market opened in May 2003. Gardeners did not use the market for sales during the first year, but eight microenterprise clients expressed an interest in selling products at the market.

D. A wide variety of trainings and workshops, including basic life skills classes, were offered to newly arrived refugees. A total of 337 immigrants and refugees took computer classes in year one.

3. Grant funds were used to make the year-round Centreville Farmers' Market a reality in the first year. The storefront market is located in an historic section of town near a seasonal, open-air farmers' market.

A. Farmers' Market store vendors are local farmers and businesspeople.

B. Coalition meetings were held every other month during year one. A Partnership for Food Security Advisory Board that meets quarterly was also formed to assist with grant implementation.

C. Prepare and distribute news releases regarding implementation of the project.

C. News releases for the opening of the Farmers' Market were distributed, along with brochures and fliers.

PROJECT SELF-SUSTAINABILITY

Collaborations with service partners and other grant sources, including the United Way and the Nebraska Department of Environmental Quality, are expected to aid in project maintenance. The Centreville Farmers' Market is expected to develop an income stream to become self-supporting.

Urban Agriculture Production and Distribution for Improved Community Food Security; Refocusing the CSA Model for Low-Income Households

Re-Vision House, Inc.
Dorchester, MA

FY 2002 grantee funded at \$122,000 for two years
Report received December 16, 2003

Project goal: To involve low-income households in housing developments and a homeless shelter run by the grantee to participate in a community supported agriculture (CSA) program supplied by the grantee's existing urban farm, a partner farm, and other land to be acquired and developed for gardening and farming.

OBJECTIVES

Proposed

1. Increase the participation of low-income community members in the CSA from 10 to 100 by the end of year two.

2. Secure more land to expand the Re-Vision urban farm and urban production

Performance

1. In year one, the CSA had 65 members, due to production limitations and marketing considerations. Twenty-five of the shares were partially subsidized and went to low-income households. The grantee has been approved to accept food stamp benefits for CSA payments, but only one person used this option during year one. In addition, food from the farms participating in the CSA was sold food at farmers' markets and farm stands and donated to the homeless.

During year two, the grantee will survey CSA recipients on food preferences, offer half shares, include fruit in the CSA box, and start a "Winter Shares" program.

2. The grantee is part of a team bidding to get use of 65 acres of state land at the old Boston State Hospital. An advisory committee has recommended the team's development plan.

- | | |
|---|---|
| A. Increase CSA production | A. The proposed plan would increase CSA production by allowing for the cultivation of ten acres. |
| B. Cultivate up to 10 acres for urban agriculture | B. Up to 10 acres of the Hospital site would be used for urban agriculture with an expansion of the CSA. |
| C. Start an aquaculture center | C. The plans of the grantee team include a one-acre greenhouse and aquaculture center at the Hospital site. |
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- | | |
|--|--|
| 3. Collaborate with more farms outside of the city for greater diversity and volume of farm produce. | 3. The grantee is collaborating with other growers in the area to increase product diversity for CSA members. An orchard has been contributed to the food boxes in year one. |
|--|--|

PROJECT SELF-SUSTAINABILITY

The grantee is enlisting business, faith-based groups, schools, and others for CSA support, including funds to support low-income shares through an “Adopts a Family” program. Expansion of program acreage will also aid production and the self-sustainability of the project.

2002 Community Food Projects

Building a Cooperatively-Based Food System in Northwest Montana that Fosters Social, Environmental, and Economic Health of the Community

Lake County Community Development Corporation
Ronan, MT

FY 2002 grantee funded at \$170,000 for two years
Report received November 19, 2003

Project goal: This rural-based project will develop new market and distribution channels for locally produced farm products, provide local consumers with education and the opportunity to obtain local foods, and encourage the development of value-added food products using local ingredients.

OBJECTIVES

Proposed

1. Develop new market and distribution channels for sustainably produced farm production through cooperative activities.

A. Develop a farmer-owned cooperative which will market and distribute production.

B. Establish a distribution route through the western Montana trade corridor.

C. Partner with AERO's "Buy Local Initiative" campaign.

Performance

1. Concerted efforts have been undertaken to aid farmers in marketing through cooperative activities.

A. The grantee met with a group of 22 producers and surveyed 16 of them. Most had small farms and were interested in cooperative marketing. Eleven producers founded the Western Montana Growers Cooperative (WMGC), which was organized and incorporated in year one and began investigating marketing possibilities.

B. The producer survey found that 93 percent of producers wanted refrigerated delivery truck service and 60 percent of potential markets wanted purchases delivered.

C. Three businesses and the WMGC joined the "Buy Local Food" effort. Other activities included conducting a consumer survey, developing promotional materials, and printing a directory of Montana

2. Provide opportunities and education in producing and obtaining fresh, local and sustainable produced food.

A. Supply 10 buying clubs with fresh, local production.

B. Establish WIC and Senior Farmers' Market Nutrition Programs at the local farmers' markets in Sanders and Lake County.

C. Supply local food banks with fresh produce.

D. Promote an education program with Lake County Extension on the safe preparation of fresh food through sanitation and nutrition workshops.

E. Provide resources for the production of high value, nutritious market crops.

F. Develop a farm-to-market program to promote the development of local farmers' markets and marketing of local produce.

3. Develop value added opportunities for local produce.

A. Provide centralized distribution, packaging, storage, and processing infrastructure for local farmers.

B. Identify market opportunities for value-added production.

producers.

2. Local production was highlighted through various media, fliers, displays, and farmers' market advertisements.

A. Although buying clubs were contacted, it was determined that they were not the best method for distribution.

B. Neither the WIC or Senior Farmers' Market Nutrition Program operates in the area, though a senior program is under development.

C. Unsold, fresh produce from the farmers' market was delivered to the food bank.

D. The Lake County Extension held five sanitation workshops attended by 130 people. Four food stamp workshops attracted 82 persons.

E. A tour and information exchange was held between the WMGC and the NW Agricultural Research Center to review crop varieties and marketing options.

F. The farmers' market was advanced with development of a logo, posters, and a public relations plan.

3. The grantee is pursuing value-added opportunities.

A. The Mission Mountain Market processing center aided nine different businesses, selling a variety of products, during year one.

B. Production assessments and market analyses are being conducted by project collaborators for specific products.

C. Obtain organic certification for the Mission Mountain Market processing center.

D. Provide technical assistance business and market development and food safety in production and processing.

C. The Mission Mountain Processing Center has received organic certification.

D. Technical assistance on business and cooperative development was provided to six entities in year one. Nine businesses received marketing aid. And five businesses received food safety training for production and processing.

Project Self-Sustainability

The project is undergoing evaluation and will continue to partner with AERO and other marketing organizations to aid producers.

2002 Community Food Projects

The Field-to-Fork Community Food Security Initiative

The FoodBank of Monmouth & Ocean Counties

Neptune Township, NJ

FY 2002 grantee funded at \$140,000 for two years

Report received December 2, 2003

Project goal: The project will offer a comprehensive approach to local food security that will include skill training in culinary arts for low-income persons, the production of meals for after-school tutoring programs in a community kitchen, youth gardening and education efforts as well as youth-run farm stands to increase access to fresh produce, and the establishment of a farmers' market.

OBJECTIVES

Proposed

1. Increase family self-reliance.

A. Deliver a 12-week training in culinary arts to be completed by at least 10 low-income adults.

B. Incorporate the knowledge of existing community kitchens in planning one for this project.

C. Provide daily hot meals for youth in after school tutoring programs.

Performance

1. The FoodBank helped develop self-reliance among participants through implementation of a culinary arts training program.

A. Four culinary arts training classes of 12 weeks each were held during year one. A total of 40 students received training, with 34 completing the course.

B. The grantee is one of 23 kitchens nationwide being supported by an America's Second Harvest Community Kitchen project, with technical assistance provided by the D.C. Central Kitchen. Assistance provided has helped participants in the grantee's training program achieve a first year job retention rate of 80 percent.

C. During year one, the kitchen provided 100 hot meals daily to an afterschool tutoring program at the local Boys and Girls Club.

D. Establish a one-acre demonstration community garden at the FoodBank.

E. Provide gardening technical assistance from Master Gardeners.

2. Build improved sustainability for local farms.

A. Establish a farmers' market in the target area.

B. Recruit youth to operate a neighborhood farm stand.

C. Purchase produce from local farms for use in the community kitchen's culinary arts program and for catering.

3. Develop entrepreneurial activities that link different components of the food system.

A. Establish a garden to train local people in growing cultural foods for local sale.

D. A one-half acre garden was established in year one. Soil amendments and additional preparations will increase the cultivated area to a full acre in year two.

E. In year one, the grantee employed a part-time Master Gardener through the Cooperative Extension who helped develop the children's garden, greenhouse, and demonstration garden. A second part-time Master Gardener is expected to be added early in year two.

2. Local farms have been aided by the project's marketing efforts.

A. A farmers' market was established at Asbury Park, so the grantee focused instead on developing youth farm stands.

B. Year one was a successful summer of sales and employment for youth. The grantee provided space for the farm stand, a classroom for training, supervisory space, and storage for the operation. The farm stand was open two days a week for two months and one day a week for another month. Youth sold \$1,400 worth of produce and shared in the profits. A new farm stand location and expanded hours are planned for year two.

C. Due to difficulties in obtaining locally grown produce, none was used in the grantee's project during year one.

3. Community gardens are the focal point of activities to link food system elements.

A. A demonstration garden established by volunteers produced 600 pounds of produce in year one. Production

should increase in year two. Technical assistance on gardening is being provided to the Asbury Park Housing Authority.

B. Recruit and train youth to purchase local produce for farm stand sales.

B. The “Purpose at Heart” summer employment camp aided 10 students, six of whom were employed all summer at the farm stand during year one.

C. Develop a business plan for a for-profit catering business.

C. During year one, a business plan was developed for the Hungry Heart Café & Catering business, including a menu, marketing strategy, financial management plan, and revenue projections. Four catering jobs were scheduled for early in year two.

4. Educate youth to promote future sustainability of the food system.

4. The grantee has developed a variety of activities and displays to provide increased understanding of the food system

A. Establish a “living classroom” at the FoodBank with a greenhouse, garden, and indoor classroom space.

A. A “living classroom” was established, with lending library, garden, greenhouse, and informational displays. The garden included fruit trees. Seven school and scouting groups visited the classroom in year one.

B. Deliver basic, hands-on gardening activities through the greenhouse.

B. The greenhouse has been planned for instructional activities and will start to offer them to school and scout groups during year two.

C. Use the greenhouse to provide gardening education for youth.

C. The greenhouse is being used for educational purposes.

D. Use the community garden to provide plots for schools.

D. One additional school and one more scout group have expressed interest in gardening during year two and plans are being made to accommodate them.

Project Self-Sustainability

The business plan for the catering enterprise has been completed and catering events are being scheduled. Some profits are anticipated from the culinary arts training programs, which is

expected to receiving training funds from the state Department of Social Services. Other revenues will come from the youth farm stand and direct mail campaigns.

2002 Community Food Projects

Protecting, Preserving, and Expanding Forest Park's Food Security Network

The "X" Main Street Corporation

Springfield, MA

FY 2002 grantee funded at \$160,000 for three years

Report received December 2, 2003

Project goal: The project will increase food security in Springfield by helping the community retain a national chain supermarket as the only urban grocery store in the City, increasing access to and patronage at a grantee-sponsored farmers' market, and creating a community garden.

OBJECTIVES

Proposed

1. Retain the A&P Super Foodmart in the neighborhood.

A. Expand shuttle service operation and promotion.

B. Implement the existing school-to-work program at the Forest Park store.

C. Add and merchandise items reflecting the diversity of the neighborhood.

Performance

1. The A&P store closed seven months into the project's first year, but was ultimately purchased and re-opened under new management early in year two. The new store made significant improvements in the facility and in neighborhood relations.

A. The supermarket shuttle service was successfully expanded from four days per month to eight, operating on Tuesdays and Fridays. Increased promotion of the shuttle led to increased use, including a University of Massachusetts (UM) finding that 65 percent of shuttle passengers shopped more often due to the availability of the service and 76 percent bought more groceries.

B. The closing of the store early in the project precluded addressing this objective.

C. The new store owners were very aware of neighborhood diversity and began stocking an extensive selection of ethnic foods.

D. Support the community garden at the Holy Name Church.

E. Reduce shopping costs for walking customers by offering reusable canvas bags.

F. Improve landscaping at the store.

G. Provide health services for seniors.

H. Install a community bulletin board within the store to promote community activities.

I. Participate in neighborhood clean-up days.

2. Increase access and patronage at the Farmers' Market at the X.

A. Continue the CISA "Be a Local Hero, Buy Locally Grown" campaign.

B. Establish a van service between senior housing complexes and the farmers' market.

C. Increase the number of Kids' days at the market and invite elementary school classes to visit.

D. The grantee was substantially involved in supporting the community garden at the church (see details below).

E. Shopping bags were not provided during the change-over in grocery store management.

F. The new, independent owners of the supermarket made nearly \$2 million in improvements, including landscaping upgrades and an artistic mural covering one side of the building.

G. In-store health services were not provided in year one due to the changeover in supermarket management.

H. The new store owners did install a community bulletin board.

I. Neighborhood clean-up days did not occur in year one due to the supermarket's temporary closing.

2. The sixth season of the local farmers' market was very successful and resulted in an increase in sales. The once-a-week market attracts some 700 shoppers.

A. The market was listed in the CISA directory and sported a "Be a Local Hero" banner each market day.

B. Although negotiations to establish a van service were held with the state agency serving seniors, complications kept that from happening in year one. However, efforts to start a van service for the elderly will continue.

C. Two Kids' Days at the market were successfully planned and implemented.

They were highlighted by locally grown foods and a storyteller/musician.

D. Place market information on the bulletin board at the A&P.

D. The farmers' market not publicized at the A&P, which closed during the early part of the season.

E. Provide training and technical assistance to farmers on ethnic products.

E. All vendors participated in a pre-season survey on ethnic food production, but results were not reported.

F. Explore sales of fresh produce to local restaurants near the market.

F. Restaurant sales did not occur in year one.

G. Explore the direct sale of produce to the A&P.

G. Although produce was not sold directly to the A&P, the new supermarket owner has made conscious efforts to buy local and organic produce.

3. Create a new community garden at the Holy Name Catholic Church.

3. A school and community garden was established on church property by the grantee.

A. Find corporate sponsors to purchase or donate garden materials.

A. Four corporate sponsors, the County Sheriff's Department, church groups, and residents made substantial donations of tools and equipment.

B. Prepare land at the garden.

B. After testing the ground, significant soil amendments were made to the garden site.

C. Advertise plots for 15 families.

C. Twenty family plots were created, in addition to school and church group plots.

D. Involve neighborhood youth.

D. Religious school students helped develop the garden, along with 15 students from UM. Gardening programs to promote youth leadership are being developed.

PROJECT SELF-SUSTAINABILITY

The grantee is researching other grant opportunities, working to expand shuttle services, and trying to influence local elected officials to support food and agriculture policies.

2002 Community Food Projects

Cultivating Community

Cultivating Community
Portland, ME

FY 2002 grantee funded at \$233,019 for three years

Report received January 22, 2004

Project goal: The project will combine community food work with education and technology transfer around sustainable agriculture and youth involvement. A business plan will be developed for the revised use of an existing 12-acre organic farm in Standish that will support development of a food enterprise initiative, the production and donation of food for the local emergency food system and home consumption as well as food for marketing to refugee populations, and training and support for youth programs.

OBJECTIVES

Proposed

1. Alleviate hunger in the short term by infusing the local emergency food system and the grantee's food distribution network with 15,000 pounds of fresh, locally grown, organic produce each summer, with a value in excess of \$20,000.
2. Create economically and environmentally sustainable food enterprises either around niche crops, a processed food product, or both.

Performance

1. In year one, the grantee grew and distributed 14,635 pounds of produce valued at \$24,148. Most of the food went to emergency feeding agencies serving primarily an immigrant clientele who appreciated the fresh produce donations. In addition, youth growers distributed over \$4,000 worth of produce to the homes of 39 low-income elders.
2. A niche crop – strawberries – was identified for the farming partner in the project. An African bean known as "lubea" was identified as a crop for urban gardening and donated seeds were planted and harvested with the food given to low-income Sudanese and Somali families.

Youth participants created value-added products – healing salves and lip balms – that were manufactured and sold at a country fair and at a public market. Project participants also canned produce, some of which was

3. Transfer to an increasing number of youth in the community knowledge and skills critical to the creation of and maintenance of healthy food systems through an established summer program and a planned school year program.

4. Transfer to community volunteers knowledge and skills critical to the creation of and maintenance of healthy food systems through a new community volunteer program.

5. Train and empower youth and volunteers as project educators, able to inform and assist their neighbors around issues of food security, food access, and food self-sufficiency.

donated for emergency food use.

3. Eight high school students enrolled in the grantee's summer Youth Growers program. Food was grown at the farm and at urban gardens for donation to the emergency food system and for sales at two local farmers' markets. Youth participants attended weekly workshops on a variety of food system subjects and received instruction on health issues.

The grantee's school year program included monthly, two-hour sessions with over 100 students at one middle school covering hands-on gardening experience and food justice issues. Fifteen students at another middle school were involved in preparing a garden at a public housing development. And a dozen students at a rural middle school planned, built, and planted a garden. Produce from the rural garden was used for donations, community tastings, and the school cafeteria.

In addition, three one-day workshops on hunger were presented at an elementary school; input was provided for a university conference; and general gardening instruction was provided to home-schooling families. Service learning connections were made with four local colleges.

4. In year one, 542 volunteers – 65 percent of them youth – contributed in excess of 4,000 hours to the project.

5. Youth were empowered to plan and deliver presentations in several venues, including the Country Fair, conferences, and grantee-sponsored events.

6. Add an additional four urban gardens to the community food network and hand off the four gardens directly to neighborhoods under the direction of the project's youth Community Educators.

7. Provide youth employment opportunities and job training skills.

8. Serve as a community model for sustainable agriculture.

9. Bolster the economic health of Cumberland County by building community assets.

10. Increase the community's self reliance in providing for its own food needs.

6. Two new gardens were initiated in the first year of the project, at a homeless shelter and at a middle school.

7. The Youth Growers program created full-time employment for eight high schoolers during the summer of year one, with half of the positions supported by the CFP. Youth participants received job skills training, employment assistance, and enrichment.

8. Food production for local consumption used organic methods. Volunteers also prepared breakfast at a community center and then composted the food wastes from the meal.

9. The emphasis on youth development in the project helped to bolster the overall health of the community.

10. The gardening network, instruction of volunteers, and food preservation all contributed to community self-reliance on food concerns. The grantee is also working with the City of Portland to establish an urban farm.

PROJECT SELF-SUSTAINABILITY

In-kind donations are at the heart of the effort to sustain the project over the long run. Public and private entities have contributed funding for the project's operation. However, the farming partner had to drop a revenue sharing plan to aid the project due to unforeseen tax implications.

2002 Community Food Projects

Rural Food Box Program

Rocky Mountain Farmers' Union Cooperative Development Center
Aurora, CO

FY 2002 grantee funded at \$47,900 for one year

Report received December 2, 2003

Project goal: To implement a Food Box Program that will provide for the direct delivery of boxes of fresh, local food to farmworkers and other low-income people in the rural areas of Southern Colorado and Northern New Mexico. The project, though not ministry-based, would center on the involvement of Catholic parishes in the region, with middle class congregations raising funds and purchasing the food boxes for donation to the local poor, including migrant agricultural workers.

OBJECTIVES

<u>Proposed</u>	<u>Performance</u>
1. Plan the Food Box Program with project partners	1. Three project planning meetings were held to organize activities and establish evaluation criteria. Staff participated in the Community Food Security Coalition's evaluation training workshops.
2. Finalize the Food Box Program structure and offerings.	2. Initial activities included announcement of the project, outreach, and training for trainers. However, recruitment and training of on-site coordinators proved difficult. Offerings included a produce box and a meat box, priced between \$15 and \$30. A planned bakery box was cancelled. After testing a contract for packing of the boxes, the task fell to staff at the Tres Rios Cooperative. A small grant was received to develop a web site to facilitate and expand the box program.
3. Outreach rural parishes to promote the program and recruit coordinators and a core group.	3. Outreach, conducted under the auspices of the Catholic Rural Life program, focused on three areas – Taos, NM, the San Luis

4. Devise and implement a training program for the coordinators.
5. Reach consumers of all income levels through the use of EBT.
6. Develop and implement charitable links to farm laborers.
7. Develop and circulate quarterly Catholic Rural Life (CRL) newsletter.
8. Develop agreement between Tres Rios and Pueblo Foods for packing of food boxes.
9. Develop a marketing/distribution agreement between the Tres Rios and Culebra Cooperatives.
10. Identify other rural institutional networks to which to extend the program.

Valley, and Pueblo County. Effective outreach proved difficult, however.

4. Trainers completed on-line community nutrition classes through Santa Fe Community College, with emphases on basic nutrition, food systems, and the Food Box program. The trainers conducted sessions and used materials provided.
5. Parishes were responsible for setting up EBT terminals, but none did so.
6. The Tres Rios Cooperative arranged several large donations of vegetables and beef to Los Pobres Center of Avondale that benefitted farmworkers.
7. Three newsletters were published and distributed through farmers' markets, the mail, and in the food boxes.
8. After an initial agreement with Pueblo Foods was not found to be economical, Tres Rios staff packed boxes in-house.
9. Severe drought affected the Culebra Cooperative's ability to grow food, limiting marketing opportunities to only one crop.
10. Near the end of the project, outreach was focused on establishing relationships with institutional buyers, such as the San Luis Valley Nutrition Program for the Elderly, to facilitate the provision of locally produced food to under-served residents.

PROJECT SELF-SUSTAINABILITY

A shift in program activities away from Catholic parishes caused the Pueblo Diocese to withdraw support for the project, and working through rural parishes was determined not to be sustainable. However, with use of the web site, the Food Box program remains viable and its promotion will continue. Moreover, working relationships developed under the project for sales/ordering and delivery/distribution will continue to benefit agricultural cooperatives and provide food to consumers and farm laborers.

2002 Community Food Projects

Integrated Development through Urban Agriculture Project

Nuestras Raices, Inc.

Holyoke, MA

FY2002 grantee, funded at \$184,000 for 30 months

Report received December 2, 2003

Project goal: Building upon a previous grant received under this program that funded an urban agriculture center, the grantee will conduct market research and promotion on Puerto Rican specialty produce, assist experienced community gardeners in establishing commercial gardens, aid youth in establishing a market garden, and help coordinate the Holyoke Food Policy Council to further networking and policy development.

OBJECTIVES

Proposed

1. Improve coordination among different sectors of the Greater Holyoke food system through enhancement of the Holyoke Food Policy Council.

A. Map services, problems, gaps, and opportunities in the food system.

B. Coordinate and promote two farmers' markets.

C. Conduct a market study of direct sales possibilities to better understand consumer needs.

Performance

1. The Food Policy Council was active in addressing local food system issues during the first year of the project.

A. The Council conducted a visioning/mapping exercise and interviews with stakeholders in year one to complete a study of the local food system, with the help of two Hunger Fellows. The results found a lack of consistent access to fresh foods, disappearing farms in the area, and a food pantry system overwhelmed by increased demand.

B. Although the local Chamber of Commerce maintained control of the farmers' markets, the grantee offered support and bilingual promotions.

C. A market study is planned for year two, which will explore reduced WIC Farmers' Market Nutrition Program

redemptions, lower vegetable sales, and market location.

D. Identify additional sites for urban agriculture and apply for state funding to obtain them.

D. Two excellent sites have been identified and efforts are being made to obtain them. One is a five-acre, bottom land parcel with river frontage. The other is a hilly, abandoned ski and water recreation facility with up to seven tillable acres, though it is farther from downtown and will need to be adapted for farming.

E. Identify farm land available in the area for rent for new farmers.

E. Due to the potential availability of the land mentioned above, rental property has not been sought.

2. Increase opportunities for poor people of Holyoke to increase income.

2. Gardening and production of value-added foods are the key methods being developed for income generation.

A. Establish urban market gardens on vacant lots and assist market gardeners to sell produce.

A. Two new community gardens were established at public housing projects with plots for six families and 40 youth. An existing, 17-plot community garden was transformed into a market garden with five community plots and three market garden plots. The market garden is aiding two adults and one group of youth to begin commercial farming.

The grantee is also supporting a youth-managed stand at the farmers' market, as well as providing technical assistance and shared tools to residents growing Puerto Rican specialty crops not available elsewhere. Two adult and 15 youth farmers are renting land and equipment with the help of the grantee.

B. Offer access to the shared-use community kitchen to increase sales of value-added products.

B. Farmers did not use the kitchen during year one due to the tough permitting process that is a barrier for new businesses. Instead, growers have been investigating selling their fresh produce to established businesses already using the community

kitchen, including a bakery, pie maker, caterer, and *sofrito* producer. In addition, a restaurant that has opened at the grantee's *Centro Agricola* is using fresh Puerto Rican ingredients.

C. Investigate the expansion of urban agriculture in the Holyoke area.

C. The grantee continues to investigate new possible sites for community gardens and urban farms.

D. Promote farmers' markets.

D. The grantee, which has promoted two area farmers' markets with an aggressive campaign in Spanish, has helped increase sales for new and existing farmers.

3. Involve youth in agriculture and community building.

3. Youth are involved in virtually all aspects of the project.

A. Six youth will be involved in developing a market garden for sales of fresh produce.

A. In year one, 15 youth developed, planted, and harvested in the market garden. Three youth sold produce at the stand in the farmers' market. Another five youth have been substantially involved in the grantee's efforts to purchase nearby farmland and are working on a business plan for a farm operation once land is secured. Youth leaders and staff also assisted 40 youth from the Boys and Girls Club to develop new gardens at housing developments.

4. Increase access to culturally appropriate fresh produce for Latinos in Holyoke and the region.

4. One of the grantee's primary objectives in the project is to provide Puerto Rican foods to Latinos in Holyoke.

A. Work through the Holyoke Food Policy Council to promote local farmers' markets.

A. Culturally appropriate crops and seed sources are being developed and sold at local farmers' markets.

B. Increase the number of market gardens to augment the supply of fresh produce.

B. Two adult community gardeners and one group of youth have begun selling large quantities of fresh produce from the garden, though demand still exceeds supply.

C. Conduct market research to increase outlets for the produce grown.

C. Market research was not undertaken in year one.

PROJECT SELF-SUSTAINABILITY

The grantee has applied for multi-year funding from major foundations to assist in land purchases and management of farm and economic development initiatives. Other collaborations being built by the project will aid in achieving sustainability through business development.

2001 Community Food Projects

Delaware's Training Kitchen, Feeding Children

Food Bank of Delaware, Inc.

Newark, DE

FY 2001 grantee, funded at \$125,000 for three years

Report received December 10, 2003

Project goal: To utilize food available in the community to train unemployed persons in basic food preparation skills that will lead to employment and to increase nutrition resources for low-income children and adults through the provision of nutritious meals in after-school and summer feeding programs. The project will be implemented in collaboration with Goodwill Industries of Delaware and Delaware County.

OBJECTIVES

Proposed

1. Recruit and hire a Chef Instructor for a job training community kitchen and onsite classroom in the food bank.
2. Develop or adapt a production and foodservice skills curriculum that includes meal preparation components.
3. In conjunction with project partner Goodwill Industries, recruit and screen welfare-to-work clients and other social service referrals for participation in the kitchen training classes.

Performance

1. A qualified chef instructor was hired in year one on a full-time basis to teach program participants. He provided instruction for two classes during year one and continued to provide training in year two.
2. A complete curriculum was designed and put into use, but it is updated quarterly and adapted as needed to cover guest chefs and lecturers, etc.
3. Goodwill Industries has the primary responsibility for outreach, and though recruiting has been successful, the number of dropouts from the class has been higher than expected. In the first class, 12 of 15 enrollees graduated, but only five persons completed the second class.

Adjustments have been made, with other social service agencies also providing referrals. Class size during year two was increased to 18 students, with an average of 12 graduating from each class.

4. Implement twelve-week training sessions for clients.

5. In conjunction with project partner Goodwill Industries, provide case management and job placement services for clients in the training sessions.

6. Distribute meals prepared in the Training Community Kitchen to food bank member agencies feeding children in after school and summer programs.

7. Along with Goodwill, provide follow-up and evaluation of training program graduates.

8. Develop a business plan for project sustainability.

4. Two twelve-week training sessions were implemented during year one and third one was begun. By the end of year three, seven classes had been trained. Training includes basic food service skills, food safety, and life skills.

5. During year one, Goodwill provided some case management services, as the type and quality of those services was being negotiated with the grantee. In year two, case management services were expanded, being provided 34 hours per week by a full-time case manager.

6. An average of 3,000 meals per day were prepared in the Community Kitchen in year one for children in two Delaware Counties. Food service increased to 3,200 summer meals daily in year two, delivered to 57 meal sites in two counties. Reimbursements for these meals were received under the Summer Food Service (SFSP) and Child and Adult Care Food (CACFP) Programs. Excess meal production was sent to shelters.

7. The grantee and Goodwill have been tracking training graduates in regard to placements and wage rates. Year-end statistics from the project's second year found most training program graduates retaining jobs of several months, with 53 percent still at work after 120 days from placement, with an average wage of \$8.50.

8. In addition to continuing to seek federal program reimbursements for meals served, the grantee is investigating the possibility of a private catering business to generate additional income for the kitchen operation.

PROJECT SELF-SUSTAINABILITY

In addition to continuing to seek federal program reimbursements from the SFSP and CACFP for meals served, the grantee is investigating the possibility of a private catering business to generate additional income for the kitchen operation. Other funding sources are also being sought.

2001 Community Food Projects

Bowdoinham's Community Food Project

Friends of the Bowdoinham Public Library

Bowdoinham, ME

FY 2001 grantee, funded at \$22,000 for three years

Report received December 1, 2003

Project goal: To create a model community approach for food self-reliance in a rural, agricultural town through community and school agriculture education programs, innovative linkages to support locally grown foods, and the establishment of a community farmers' market.

OBJECTIVES

Proposed

1. Provide an in-school "visiting farmer" program at the Bowdoinham Community School.
2. Offer teacher training on the Food, Land, and People curriculum in conjunction with the University of Maine Cooperative Extension.
3. Expand youth gardening efforts at the Community Garden by including a greenhouse.

Performance

1. Four producers visited school classes in year one - a vegetable farmer, poultry farmer, maple syrup producer, and beekeeper.

In year two, 12 farmers and producers made classroom visits and eight of them provided educational displays. A second grade class conducted an extensive project on the life cycle of an egg, including the incubation of chicken eggs.

2. Cooperative Extension staff provided a training workshop for 10 teachers in year one. A "Teacher Toolbox" with materials for 15 lessons was created for the curriculum and used by several teachers during year two.

3. The youth gardening program increased participation in year one and grant funds used for fencing helped enhance the garden. Children sold greens and garlic at the local farmers' market.

A greenhouse kit was purchased and assembled in year two. The school installed motion sensors in the greenhouse to reduce

the risk of vandalism. Winter lettuce was grown and the youth gardening program continued to expand its participation.

4. Develop gardening opportunities for low-income elderly persons.

4. Tomato and green pepper seedlings were distributed to seniors in the local low-income housing complex in years one and two.

5. Provide community classes on gardening, composting, and food preservation.

5. Gardening classes on such topics as water conservation, composting, and landscape design were offered at the public library in year one. Grant funds also purchased 47 new books on gardening, raising animals, preserving foods, and other topics for the local library's permanent collection.

In year two, six community classes were held at the community garden site on topics such as basic gardening, composting, and food preservation. A children's gardening and cooking program – Food Freaks – with up to 30 kids met weekly to learn about and prepare local foods. Food Freaks prepared a community supper from garden-grown food that was attended by over 225 people.

6. Conduct an outreach campaign to connect local hunters with Hunters for the Hungry.

6. A Hunters for the Hungry effort was promoted locally during years one and two through posters prominently displayed at the local game station during the hunting season.

7. Connect organizers of local public suppers and other community events with local growers to promote Maine agricultural products.

7. Community groups were encouraged in year one to source food locally for meeting events, festivals, and fundraisers, and several did.

During year two, a Spring Brunch featuring locally grown and produced foods – eggs, ham, pancakes and syrup, yogurt, granola, potatoes, milk, and cider – drew over 300 residents. The event also included a children's art show depicting their "My Favorite Maine Food," with 76 entries. A mini-farmers' market was also supported.

8. Promote a Plant a Row for the Hungry program within the community.

8. The Plant-a-Row program was promoted as part of the grantee's annual plant sale

9. Coordinate a drop-off location within the town for community supported agriculture programs.

10. Assist Cathance Coop members in developing a system for the purchase of locally produced food.

11. Assist the two local stores and restaurant in identifying ways to promote, sell, and feature locally produced food.

12. Create a linkage between the school district nutrition program and local farmers.

13. Assist in the development of a centrally located farmers' market in town.

14. Aid farmers in participating in the Maine Senior Farm Share program, WIC Farmers' Market Nutrition Program, and the Food Stamp Program.

15. With the assistance of the cooperative extension, provide nutrition education and food preservations displays and a food demonstration at the farmers' market.

16. Help farmers develop a food recovery plan for the donation of left-over produce from the market to a local food pantry.

during the project's first two years.

9. The grantee worked with a CSA farmer to coordinate a pick-up site for participating families in Bowdoinham.

10. Contacts were made between the Coop and one local farm.

11. In both years one and two, one of the local stores featured locally grown fruits and vegetables, while one restaurant used bread from a local bakery.

12. Each Wednesday during the school year, children from Food Freaks prepared a lunch item using locally grown produce.

13. When the project started, a local farmers' market was in operation with four vendors. The project successfully increased the number of vendors to seven. Grant funds helped publicize the market with road signs, posters, and bulk mailings.

14. Two farmers redeem WIC FMNP coupons and another accepts food stamps.

15. Cooperative Extension provided nutrition education and food preservation displays at the market in year two.

16. Donations have been minimal, as the local farmers' market is held on Fridays and most vendors retain their unsold items to sell at another market on Saturdays.

PROJECT SELF-SUSTAINABILITY

This low budget project plans to rely on an active cadre of approximately 25 community volunteers to continue activities following the termination of federal funding. The Food Freaks group plans to evolve into a school-based 4-H program once the grant period is over. The Maine School Garden Network has recognized Bowdoinham's efforts and featured it at a conference. The "My Favorite Maine Food" posters were submitted to the state Department of Agriculture.

2001 Community Food Projects

Delta Youth Enterprise Program

Mid-Delta Community Center

Cleveland, MS

FY2001 grantee, funded at \$143,500 for three years

Report received December 16, 2003

Project goal: Targeting at-risk youth in a very high need area of rural Mississippi, the two main focuses of the project are increasing access to quality, affordable produce and encouraging the long-term involvement of youth in the farm economy as food producers with a career in agriculture.

OBJECTIVES

Planned

1. Increase opportunities for predominantly low-income persons in the community to access quality, affordable produce.

A. Operate a vegetable farm of approximately 10 acres.

B. Recruit 30 youth, ages 12 through 18, through the local school district to participate in the project.

C. A total of 90 youth will complete the program during the three-year project.

Performance

1. The project is trying to increase the availability of produce for low-income persons who lack reliable public and private transportation and live in isolated communities.

A. During year one, the project planted approximately eight acres of peas, three of butter beans, and one-half acre of okra.

During year two, the project planted approximately nine acres of peas, one acre of butterbeans, and one-half acre of okra.

B. Budget revisions reduced the number of students in the project to 15, and that number of students, ages 12-18, was recruited in year one through the local high school. A total of 17 students in that age group participated in year two.

C. The total number of student participants during the three-year project was reduced due to budget considerations.

D. Provide training to youth in the essential and fundamental principles of farm operations.

E. Execute a contract-like agreement with each participant containing the terms and conditions of compensation for participation in the project.

F. Establish a curriculum on farm operations, including marketing, management, planting, and harvesting.

G. Include four months of training on field preparation, planting, maintenance, and weed and pest control.

H. Include four months of training on produce harvesting, pricing, and distribution.

D. Students were instructed in the basics of farm operations during the summer of the project's first year. In year two, students were taught in class how to safely apply chemicals and operate tools and farm equipment.

E. Students were paid a stipend in year one for their summer work, though it was unclear whether the grantee executed contracts with the students.

Year two students were reluctant to sign a contract because most were anticipating finding summer jobs or fulfilling military obligations. Those who stayed were paid a stipend for class participation and summer involvement.

F. No work was done on the curriculum in year one of the project.

In year two, classroom instruction was provided to students on how to market their produce, when to plant, care and maintenance of crops, when to harvest, marketing, and the safe operation of tools and equipment.

G. Time in school for participating students and drought during the summer of year one limited the amount of hands-on training time provided.

During year two, students were involved in weed and grass control for all crops. Frequent rains caused significant weed and grass growth in the fields. Students weeded manually when chemical controls failed.

H. Students assisted with the harvest in year one, but field time was limited as crops withered in the dry weather.

2. Encourage youth interest, participation, and long-term involvement as producers of food by incorporating entrepreneurship and the benefits of the farm economy into the project.

A. Identify youth from the local school district to assist with farm management, marketing, and distribution.

B. Provide nutritional information to help low-income families make healthy food choices.

C. Increase job and life skills for youth by career training in gardening and farm apprenticeships.

D. Students will help distribute foods to low-income elderly, disabled, and rural persons in the community.

E. Students will schedule regular delivery routes to vendors.

F. Trips for elderly, disabled, and other low-income persons to the garden site, farmers' markets, and other food outlets will be arranged by the students.

In year two, production was good and students sent three days a week harvesting their crops. They shelled peas and beans for sale. A local business, Delta Well and Supply, helped students with shelling and marketing.

2. Youth in depressed communities can help enhance food security through small farms, gardens, and other activities.

A. Fifteen students, aged 12-18, were identified to participate in the project in year one, with 17 students of that age participating in year two.

B. No activities were undertaken on nutrition education in year one. In year two, classroom instruction on the nutritional value of all vegetables grown and marketed was provided by the project director.

C. Students received limited career training in year one due to the drought and the late arrival of funding. In year two, students were presented with information on career opportunities in farm related jobs.

D. Students sold as much product as possible to the low-income community and the elderly.

E. Students picked crops and sold or distributed them to persons in the community during year one. In year two, students took produce to Delta Well and Supply for shelling and sale.

F. Due to the limited supply of produce, delivery routes were not established in year one.

In year two, students informed the

elderly and low-income of the availability of fresh produce along with directions to the garden site. Although transportation was available, most recipients got to the garden site on their own.

G. Students will assist other consumers with food selection and handling.

G. Produce was made available to all low-income, elderly, and disabled people who wanted it during year two.

H. The grantee will coordinate with existing transportation resources to assist with project activities.

H. In year two, transportation was made available to project participants by project director bus service.

PROJECT SELF-SUSTAINABILITY

The project director is searching for other funding sources to continue future agriculture enterprises by developing farmers' markets that can be operated by students. The grantee is also seeking other grant funds to maintain the project in the longer term.

2001 Community Food Projects

Mala `Ai `Opio (MA`O)

Wai `anae Community Redevelopment Corporation

Wai `anae, HI

FY 2001 grantee, funded at \$125,000 for three years

Report received November 19, 2003

Project goal: The Mala `Ai `Opio (MA`O) Community Food Security Initiative is a comprehensive community development strategy to fight hunger, improve nutrition, strengthen the local food system, and empower low-income families from the Wai `anae Coast community to move toward self-sufficiency.

OBJECTIVES

Proposed

1. Produce and sell fresh, fairly-priced organic produce in the community while promoting food health, nutrition, and sustainable agriculture practices.

2. Practice and foster food land stewardship and sustainable environmental practices and

Performance

1. During year one, 1.25 acres of land were cleared, fertilized, and cultivated. Three-quarters of an acre was planted in fruit trees and one-half acre supported 24 varieties of field crops. Produce was sold weekly to the Kokua Natural Foods Cooperative and was planned to be available for sale through a farmers' market to be started in year two. Excess production was distributed to community organizations.

The farming experience reportedly changed youth food choices, with youth interns preparing their own meals using project-grown foods.

In year two, the five-acre MA`O Organic Farm managed by youth produced 16 different crops harvested weekly. Other grantee farms provided a total of about 25 cultivated acres, along with an orchard of 200 trees. Food produced was sold primarily to the community and used for meals in the café opened in year two.

2. Some 200 tons of green waste was recovered from landfills for use as mulch in

to encourage these methods throughout the community.

3. Create new and sustainable employment and business opportunities in the organic farming, value-added food manufacture, restaurant, and food industries in Wai`anae.

4. Promote and support partnerships and cooperative approaches to work and business that build community connections to empower the entire community.

5. Provide diverse edu-culture-work

year one. The grantee used over 12 tons of organic compost at its farm site that year and 15,000 square feet of cover crops helped improve the soil. The grantee's farm manager has visited local farms and hosted reciprocal visits. Farming operations were aided by 10 community workdays in year one that brought in 150 volunteers. Dozens of other persons visited the farm.

Sustainable and organic farming practices continued in year two and the farm applied for organic certification.

3. Sales of organic produce, averaging \$450 per week at the end of year one, were expected to increase in year two, though no sales figures were provided.

The grantee's "Aloha 'Aina Café and Natural Foods store opened during year two and employed three local residents, while serving local produce from the farm. The café, also a certified kitchen, was used to research, test, and sell value-added products, including dried bananas, pesto, kimchee, and laulau.

The grantee formed a partnership with Leeward Community College to expand organic agriculture through land acquisition, construction of a packing/processing facility, and development of a microenterprise training program. The College received a large grant from HUD for these purposes. The processing facility is to be turned over to the grantee upon completion.

4. In addition to the partnership with the Community College, the grantee has drawn upon the expertise of local professionals to enhance its project. Speakers versed in agricultural research, culinary arts, law, etc., have addressed the youth interns. Grantee staff and board members have also attended food security conferences and researched other Hawaiian projects.

5. Twelve youth interns were recruited in

experiences for youth, especially out-of-school youth, which nurture their dreams and encourage their creativity and expression, so they aspire to greatness and become leaders in the community.

each of the first two years for the leadership training program. Interns receive wages and health care benefits for their work at the farm and/or at the café. In year one, produced and sold laulau to fund a cultural and educational trip to Aotearoa and New Zealand. In addition to the education and training, the personal problems of these out-of-school youth are being addressed by project staff and collaborators.

The project also provides workshops around food and cultural traditions that was or will be presented to hundreds of seventh grade students.

PROJECT SELF-SUSTAINABILITY

The grantee estimates that 75 percent of the funding needed to sustain the project will be derived from organic produce sales by the end of year three. A business plan has been completed to accomplish that objective. Collaborative partnerships with business, education, community institutions, and local foundations should supply the difference. The certified kitchen/café is expected to be self-sustaining.

2001 Community Food Projects

Hopi Community Food Project

Hopi Pu'tavi Project, Inc.
Second Mesa, AZ

FY 2001 grantee, funded at \$35,000 for two years
Report received December 3, 2003

Project goal: To produce viable economic options related to locally grown foods that are culturally compatible in a society where food is essentially significant in community life, both culturally and ceremonially. The project will focus on producing a business plan for a corn grinding business and develop a plan for the Hopi Tribe to form a Department of Agriculture to assist Hopi farmers.

OBJECTIVES

<u>Proposed</u>	<u>Performance</u>
1. Train Tribal staff and farmer representatives to use participatory rural assessment methods.	1. The major activity of the project in years one and two was organizing and conducting a Participatory Rural Assessment (PRA). Through a competitive selection process, eight representatives were selected and trained to conduct the PRA.
2. Collect data on Hopi agriculture and define existing farming systems on the Reservation.	2. The PRA interviewers completed assessment interviews with 77 farmers (70 males and seven females) from across the reservation to collect extensive information on Tribal agricultural and farming practices.
3. Define constraints to sustainable agricultural production faced by farmers.	3. The main concerns regarding sustainable agriculture were seed saving, irrigation, use of tractors for cultivation, and pest control. Continuation of farming among younger generations was also a concern.
4. Draft a Tribal Agricultural Plan to support agriculture and mitigate drought on the Reservation.	4. Information gathered from PRA surveys may be used to help formulate an Office of Agriculture within the Tribe.
5. Identify locally produced surplus foods.	5. The key crops planted were corn, beans, gourds, pumpkin, chile, squash, melons, and leafy vegetables. Fruit trees were also grown. Local production of these crops

during the two years of the project were limited, however, due to severe drought.

6. Support a corn grinding business for on-the-job training and income generation.

6. Bulk grinding was being done by only about 78 percent of farmers interviewed. Women may do more extensive grinding at home, but they were not consulted as part of the survey.

7. Work with Hopi farmers to determine the feasibility to plant a community field for corn production to produce corn meal to be marketed on or off the Reservation.

7. High interest was expressed in a community farm, but based on villages rather than Tribes. Corn is used for consumption on the reservation through: cooking and eating, ceremonial uses, gifts to others needing corn, and there are occasional sales on the reservation to other Hopi people.

8. Begin a marketing plan for the sale of locally branded corn meal.

8. Further research and community coordination will be necessary before start-up of a corn grinding business and sale of local corn meal.

Project Self-Sustainability

Due to the relatively small size of the grant, major activities had to be delayed, and a focus on the PRA was emphasized instead. The survey results collected during the project will be useful in improving and enhancing future Tribal agriculture and marketing efforts.

2001 Community Food Projects

Thomaston Home Team Strategy

Alabama Rural Heritage Foundation, Inc., Thomaston, AL

FY01 grantee funded at \$125,000 for three years

Report received December 1, 2003

Project goal: To increase food security for youth and seniors in a small, predominantly African American, rural community by addressing the availability of fresh produce and the lack of commercial grocery stores.

OBJECTIVES

<u>Proposed</u>	<u>Performance</u>
1. To develop community-based Thomaston Home Team Strategy to implement and manage the proposed Community Food Project.	1. Work on the project began in March 2002 (year one), once a plot of land from the Town of Thomaston was available for establishing a community garden. Year two offered more significant progress.
A. Involve local government and school officials.	A. During year one, the project director and a VISTA volunteer enlisted the aid of the Mayor, local officials, and teachers at the Amelia Love Johnson High School to help manage the project and plan the construction of a greenhouse at the school.
B. Use the expertise of service agencies and higher education to maximize results.	B. Consulting services from the horticulture staff at Alabama A&M University and extension staff from Tuskegee University were donated to the project in its first two years.
2. To develop a comprehensive program for low-income seniors and adult residents solving personal food needs.	2. Interactions between project staff and local businesses and residents, including seniors, were begun in year one.
A. Help 100+ seniors become involved in growing high-quality food.	A. During year one, 10 residents used community garden plots to grow food for themselves, for sale, and for donation to seniors at a local nursing home. In year two, eight seniors raised

vegetables in community garden plots, but efforts to get more elderly persons involved have been unsuccessful.

B. Help low-income residents learn to grow high-quality food.

B. Community garden plots were made available to low-income residents, along with nutrition education classes. In spite of a dry summer during year two, more than a dozen vegetables and legumes were grown, with good yields.

C. Promote community development through involvement in a common project.

C. The project has attempted to promote community development through gardening and produce sales, nutrition classes, and construction of a greenhouse.

3. To develop a community program to grow and produce vegetables for food processing in a greenhouse environment.

3. Efforts to increase vegetable production and processing began in the project's first year of operation with the construction of a greenhouse.

A. Establishing horticulture-based project at local schools for 50 youth and local residents.

A. During year one, five students participated in a gardening course over the summer. In year two, another five stipend students participated in the project, receiving gardening instruction and taking field trips to farmers' markets.

B. Construct greenhouse for growing food-related plants.

B. A greenhouse was constructed at the local high school in conjunction with the project to teach horticulture. Three classes were held in year two, though there was limited interaction between the greenhouse and the garden. The greenhouse began raising bedding plants in year two.

C. Produce food for the local Farmers' Market and food processing plant.

C. Some of the produce grown in a market garden, along with jellies processed in the grantee's commercial kitchen, were sold at the farmers' market in year one. A commercial kitchen with vegetable cleaning room is expected to be completed in year three. A line of jelly products made in the kitchen will be marketed.

D. Provide vocational skills training for youth and job opportunities for residents.

4. To enhance the economic development of the Thomaston community by linking community involvement, local collaboration, youth vocational training, business and industry development to food production and processing.

A. Link the community garden and reenhouse operation to Coop Grocery and Farmers' Market.

B. Link the community garden and greenhouse operation to the food processing plant.

C. Link the Community Food Project to vocational skill training and future opportunities for youth.

D. Link the project to improved quality of life for low-income by teaching self-sufficiency.

D. Agriculture and vocational training classes are offered at the high school.

4. Economic development activities were initiated in year one but have not come to fruition.

A. The project had hoped to link the garden and greenhouse more extensively, but school officials have not been cooperative.

B. No activities were taken on this objective in the first two years, as the kitchen was not completed.

C. Skills training for youth began in year two with the installation of plasticulture as a demonstration project.

D. More than half a dozen monthly nutrition education seminars were offered during year one.

PROJECT SELF-SUSTAINABILITY

The production of bedding plants at the greenhouse, the sale of hanging plants and poinsettias, along with fundraising activities are being tested as means to raise revenues to maintain the project. However, funds will be needed in the future to maintain a part-time position for operation of the kitchen.

2000 Community Food Projects

Project FIELD: Promoting Cross-Cultural Food Security in West Sacramento, CA

Mercy Foundation

Rancho Cordova, CA

FY 2000 grantee, funded at \$161,750 for three years

Report received December 5, 2003

Project goal: Project FIELD (Food Independence through Economic Literacy Development) proposes a cross-cultural community food security project to meet the needs of a diverse low-income community by building upon existing resources and structures, including school and community gardens, the traditional knowledge of immigrant populations, and a network of programs supported by the local school district.

OBJECTIVES

Proposed

1. Create and institutionalize an infrastructure to expand production and consumption of high quality, locally grown foods in West Sacramento through school-community gardens.

A. Hire a half-time immigrant parent with appropriate skills to manage each of two school-community garden sites.

B. Garden Managers will assign and monitor garden plots, oversee garden operations, coordinate use of garden food for the school, and coordinate parental

Performance

1. School-community gardens have been institutionalized at Evergreen and Westfield elementary schools with increasing numbers of plots and trained garden managers. Four types of gardens have evolved — parent garden plots, educational school gardens, collective school cafeteria gardens, and ornamental gardens. There were up to 50 garden plots at each school.

A. Part-time garden managers were hired for two school garden sites. At Evergreen Elementary, a Mien woman was hired, and a Hispanic woman was hired at Westfield and later replaced by an Hispanic man. They were all graduates of the FISH self-help program noted below, though for future projects an apprenticeship is recommended.

B. The garden managers have been successful at linking the school and immigrant parents in the community, while developing and maintaining the gardens,

involvement in the garden.

organizing family plots, and increasing parent participation. Garden teams, including the garden manager, teachers, Healthy Start staff, and language development specialists, have been formed at both schools and are functioning well, though more time has been spent in garden maintenance than in job training.

Garden sites included plots for families, teachers, and market gardening. Parents supported growing their own food, teaching their children, and gathering for special events. Teachers used the garden in their instructional programs and held a garden writing contest. Events utilizing the garden have included a school-wide Pumpkin Festival with educational activities and pumpkin soup served to children and ethnic food days. All these activities helped improve relations among the different ethnic communities.

C. Identify sustainable sources for Garden Manager positions.

C. Garden managers regularly identify needed improvements for the gardens and additional, outside resources were sought to meet needs the schools were unable to provide. No sustainable sources for funding the garden managers were found before the end of the project, although grant proposals had been submitted to two foundations.

2. Through the Families in Self Help (FISH) program, provide job training, employment, and/or economic development opportunities for immigrant and other low-income families through apprenticeships in school cafeterias, becoming garden managers, or becoming small farmers selling food to schools.

2. FISH has aided low-income families by providing job training, employment, and economic and educational opportunities for immigrant and other households, including English as a Second Language (ESL) and computer literacy classes.

A. A six-week program supervised by the school cafeterias — to include one apprentice per school in year one and two

A. The planning for food service training programs was initiated in year one and a one-week pilot training program was

per school in years two and three — will offer food service training.

B. Employ Garden Managers at each school site.

C. Facilitate and arrange mentoring for immigrant farmers to assist them in forming for-profit farming cooperatives.

3. Incorporate traditional knowledge of immigrant populations into existing food delivery systems.

A. Create and celebrate ethnic food days, to be held regularly in schools, to help provide a market for food grown in gardens at school sites.

B. Incorporate ethnic food menus into the school food services on a regular basis.

conducted for one parent from each school. The training was undertaken in year two, with both garden managers attending, though renovation of school cafeterias delayed further implementation. Project staff was challenged to identify parents willing to utilize the training and apprenticeship program.

B. In all three years, two low-income, ethnic garden managers were recruited and trained and provided 20 hours per week to maintain and improve the school garden sites and coordinate communications between teachers and parents.

C. Mentoring and immigrant-based farming cooperatives were addressed through the project. Staff from UC-Davis Extension facilitated mentoring for four Westfield families interested in production farming and in starting a farmer cooperative. Two began working a market garden but did not have production sufficient or reliable enough for regular school cafeteria use.

3. Ethnic food days as an educational initiative were started at the schools, though school cafeteria renovation projects limited the number of days held in year two. In year three, cafeteria meals on several days utilized garden produce and highlighted ethnic ties.

A. The planning process for ethnic food days began in year one with the planting of certain crops to be used in the food days. Bi-monthly ethnic food days started in the second year of the project.

B. Activities under this objective were delayed due to cafeteria renovations in year two. Although ethnic food days were held periodically, project staff would have liked to hold more.

PROJECT SELF-SUSTAINABILITY

Both Westfield and Evergreen Elementary Schools instituted active garden committees to generate support for sustaining the gardens at each site. These committees include parents, Healthy Start coordinators, teachers, principals, and the garden manager-trainees. These committees feed into a steering committee, which includes representatives from both of the participating schools, as well as the school district administration, and the Food Service Director for the district. Additional participating representatives include a University of California Cooperative Extension Small Farm Advisor, representatives from Univ of CA, Davis, Dept. of Education, CSU, Sacramento.

The ultimate sustainability of the gardens depends upon the integration of garden activities into the curriculum and their linkage to standard-based education. Westfield garden team sponsored school-wide writing contest about the garden; Evergreen did a Spring Clean-up Day involving 185 students, and an "Art in the Garden" day for 170 students.

To continue to highlight the garden as a teaching and learning opportunity Westfield is collaborating with CSU Sacramento and UC Davis on Project CULTURES. Project CULTURES is an integrated science and literacy project which links classrooms and students to our school-community garden project at Westfield. Westfield has attempted to keep science alive through a professional development partnership with the two universities and a heritage garden project which celebrates the "funds of knowledge" of Mexican and international parents. An active school garden committee, a tradition of family science nights, and committed parent garden volunteers testify to the importance of science at Westfield and their commitment to the garden project.

Providentially, we have a new school district superintendent who actually spearheaded the USDA Field grant at its conception, and a new principal at Westfield who was formerly a farmer. Both are determined to continue what the 3-year grant has started. The seed has been planted, the two gardens are thriving, and the school district is collaborating with many community agencies to preserve the "open-door" classrooms.

2000 Community Food Projects

Growing Recruits for Urban Business (GRUB)

South Plains Food Bank, Inc.

Lubbock, TX

FY 2000 grantee, funded at \$150,000 for three years

Report received December 29, 2003

Project goal: to use community and individual food security as a backdrop for youth to develop life skills and job skills that can serve as a foundation for future employment and business creation.

OBJECTIVES

Proposed

1. Hire and train a staff with experience in horticulture and/or agriculture to work with at-risk youth.

2. Establish a five-acre Youth Farm on land owned by the food bank where youth will prepare, plant, and harvest vegetable, fruit, and herb crops.

Performance

1. Experienced staff was hired for the project in year one. The Program Manager is experienced in sociology and working with youth. The GRUB supervisor is an ex-convict possessing excellent leadership and mentoring skills. The farm staff is qualified and has a background in working with youth in agriculture. In year two, a youth farm coordinator with a background in horticulture and agriculture was hired.

2. A 5.5-acre farm site was secured by the food bank that includes a building with a classroom, tool shed, and maintenance area. An existing irrigation system on two acres was expanded to water all five acres in year one, and then replaced with a new underground irrigation system. In year two, produce was grown chemical free.

Production increased significantly, from 2,288 pounds in year one to 160,000 pounds in year two. Of that amount, 105,000 pounds was distributed through a CSA and to project participants, while the remainder was donated to the food bank.

3. Annually recruit and train a total of 70 at-risk youth.

4. Develop individual sustainability through education classes while building character through life skills training and mentoring.

5. Increase community food security by selling produce at the farmers' market to WIC clients, sharing the harvest with local residents, and donating excess produce to the food bank.

6. Glean produce from local farms and gardens for distribution through the "Produce for the Plains" program.

3. Nineteen at-risk youth were recruited and trained in year one. This objective was reduced to a more realistic 35 youth in year two. With more emphasis on recruitment and retention and new strategies, 47 at-risk youth were recruited and trained in the second year.

4. A 12-session curriculum, with a variety of instructors, was developed and implemented in year one. A new curriculum was developed for year two that included 26 topics, including horticulture, volunteerism, money management, computer training, hygiene, and interpersonal relationships. With assistance from Texas Tech University (TTU), successful entrepreneurial classes for seven youth were held in year one and for all GRUB participants in year two.

5. Due to the belated installation of the irrigation system and unusually dry weather, no produce was sold at the farmers' market in year one. Staffing shortages and an emphasis on CSA operations precluded farmers' market sales in year two, although project youth did assist with a relocation of the market site.

During the first year, over 5,200 pounds of fresh produce was grown and donated to the food bank. In year two, over 100,000 pounds of produce was grown and distributed to 31 members of the CSA, and over 55,000 pounds of fresh produce was donated to the food bank.

6. A total of 147,000 pounds of produce was gleaned in year one, mostly from a local pumpkin farmer. Transportation challenges limited the amount of produce that could be gleaned. In year two, 38,200 pounds of produce were gleaned and distributed through the food bank and the "Produce for the Plains" program, though priority was

given to CSA production over gleaning.

7. Achieve project self-sustainability through contracts with residents and businesses for landscaping, farm shares, farmers' market sales, retail contracts, and value-added products.

7. In year one, the project bid successfully on three landscaping and lawn maintenance contracts with the Lubbock Housing Authority to provide youth participants with work and business experience. Landscaping contracts increased to six in year two. The CSA program, begun in year two, was "very successful." Farmers' market sales are anticipated in year three. In addition, retail contracts and value-added products (such as cider from the food bank's apple orchard) are being considered.

8. Complete a business plan and market analysis for a GRUB product, with the assistance of Texas Tech University.

8. TTU staff are assisting the grantee in identifying and developing a product that can be marketed locally and in devising a business plan.

9. Contract with Texas Tech University for evaluation of the project.

9. A contract for project evaluation has been signed with the Education, Nutrition, and Restaurant/Hotel Management Department at TTU.

SELF-SUSTAINABILITY

The grantee is committed to ensuring the project's success and maintaining staff for the project following the termination of federal funding. In addition, landscaping contracts, continuation and expansion of the CSA, sales to retail outlets, and value-added production are projected to provide revenues to sustain the project.

2000 Community Food Projects

Stardusters Topeka Urban Farm — Youth Job Training and Community Revitalization

Stardusters Crime Prevention, Inc.

Topeka, KS

FY 2000 grantee, funded at \$150,000 for three years

Report received December 29, 2003

Project goal: to reduce nutrition problems in low-income communities by expanding existing comprehensive and collaborative approaches to developing and implementing long-term solutions to food security, and to reduce school drop-out and unemployment rates by creating economic opportunities and community revitalization in urban Topeka.

OBJECTIVES

Proposed

1. Improve the local food system.

A. Continue and expand the membership of the Stardusters Topeka Urban Farm (STUF) advisory board.

B. Seek input on garden layout and expansion.

C. Establish training schedules for youth and staff.

Performance

1. Efforts to improve the food system included increased participation in the CFP project, gardening, and training for youth.

A. The STUF advisory board met on a regular basis throughout all three years of the project but did not add any new members after the first year.

B. Six additional parcels of land were acquired for garden expansion in year one. Six blocks of land were available for farming in years two and three. During years two and three, Kansas State University (KSU) designated the project as an official intern work site. Grantee staff and students used university greenhouses for starter plants. STUF youth also toured the KSU College of Agriculture in year three.

C. Youth obtained hands-on experience in farming during all three years of the project. The grantee purchased a house in year one that was renovated for use as a project office with training classrooms.

2. Provide nutritious, quality food to low-income persons.

A. Prepare, plant, and harvest STUF vegetable gardens.

B. Set up a vegetable market.

C. Sell fresh produce at discount prices to low-income individuals.

D. Distribute a portion of the food produced through emergency food sources.

E. Open markets to local farmers.

2. Vegetables were grown to help feed low-income members of the community.

A. Youth planted, cultivated, and harvested more than a dozen different vegetables in year one, 17 in year two, and 16 in year three. Food was provided to low-income senior citizens and was also available to other low-income residents for pick-up on site, for volunteers, and for delivery to homebound seniors.

B. During year one, a market site was acquired and began being renovated. However, lack of funds to pay youth workers during the second half of the year two growing season prevented timely harvesting of the crops for market sales.

In year three, however, youth instituted the Shade Tree Market, using donated tables and booths, to sell their produce to the public. The youth also offered prepared foods at the market site.

C. Fresh produce was provided at no charge to low-income persons during the first two years of the project. In year three, at the Shade Tree Market, vegetables were priced below grocery store prices.

D. Vegetables grown by the project were distributed through two food banks and three senior centers in year one. In year two, crop yields declined due to an absence of funds to pay youth workers, effectively precluding food bank donations. Even though planting was behind schedule, crop yields were abundant in year three, allowing for substantial donations to food banks and low-income households.

E. Extensive research was conducted to identify farmers to sell at the farmers' market during year three. The project

identified one Hispanic farmer who was interested in selling in the neighborhood the year after the CFP project ends.

F. Plant grape vines and fruit trees.

F. Clean-up operations on the farm land continued through years one and two. Fourteen fruit trees were planted in year three.

3. Increase the self-reliance of the community in providing for their own food needs.

3. Training and information activities were carried out to help improve food self-reliance within the community.

A. Coordinate training sessions open to the public on various topics.

A. No formal training sessions were held during the grant period, however, the project provided assistance and the loan of tools and equipment to home gardeners.

B. Maintain STUF vegetable gardens.

B. Over 45 youth were employed by the project in working on the Urban Farm. All year one at-risk youth remained in the program throughout the summer and returned to school in the fall, with two entering college. In year two, the depletion of youth wage funds caused the program to be terminated in mid-summer. Year three youth worked at the farm daily during the summer.

C. Construct a greenhouse.

C. No greenhouse activity took place during the first two years. In year three, greenhouses at KSU were utilized to grow most of the plants used on the farm. The grantee was unable to secure resources for a greenhouse of its own.

D. Open a STUF market to provide business and marketing skills for youth.

D. In years one and two, youth began preparing for market operations by learning about fundraising, public relations, volunteer coordination, and developing computer skills. Donations of equipment and furniture allowed the project to open a youth-run market in year three for two months of operation. Youth created menus for market distribution and developed

4. Promote community revitalization.

A. Work with the Kansas Army National Guard to clean up properties in low-income neighborhoods.

B. Identify resources for beautification or rehabilitated properties.

C. Continue landscaping efforts with plants and flowers.

D. Cut weeds and take other actions to keep properties in good condition.

5. Enhance project self-sustainability.

A. Conduct process and outcome evaluations of project activities.

publicity for the market.

4. Project participants were active in other community development activities in addition to gardening.

A. Clean-up of the six blocks of urban land for garden expansion continued throughout the grant period, though it was hampered by the break-down of the project's tractor during year two. Youth built and maintained walkways and kept the gardens weeded, while the Kansas Army National Guard assisted with the removal of rocks and trash.

B. The grantee raised funds to purchase two houses that are being renovated for office and training purposes. The City of Topeka provided funding to help pay for the renovations.

C. Project youth participants did landscaping and maintained flower beds and walkways at the garden sites throughout the grant period.

D. Debris is removed from vacant lots on an ongoing basis with the use of heavy equipment.

5. Various avenues were tested to deliver self-sustainability.

A. Youth provided nearly 7,900 hours of service during year one which, when paid at the minimum wage rate, yielded over \$40,000 in resources for the project. Over 3,400 hours of service were provided in year two at a cost of over \$17,000. In year three, 3,330 hours were donated and valued at \$17,147. Demographically, 87% of the youth were African American, with 60% of them came from households below 50% of the area's median income.

B. Increase knowledge of horticulture and sustainable farming practices.

B. KSU is assisting in the development of a horticulture curriculum and is providing interns at the site. During year three, two youth attended the Community Food Security Coalition conference in Seattle.

C. Identify additional project resources.

C. The grantee received \$10,000 from the City of Topeka in year one to pay for project costs. Another \$20,000 grant from the City assisted in the purchase of two dilapidated houses that are being renovated for use by the project. In year two, the City provided another \$5,000 grant, in addition to a \$20,000 state contract. During year three, office and restaurant furnishings were donated to the project for use in the market operations.

PROJECT SELF-SUSTAINABILITY

Sustainability was enhanced by the purchase of two homes that were renovated for office and training space and by the clearance of six blocks for garden use. The involvement of KSU in the project will help provide ongoing resources. Other grant opportunities, including SARE, were being investigated as the grant period ended.

2000 Community Food Projects

Healthy Harvests: Building Boston's Food Security From the Ground Up

The Food Project, Inc.
Lincoln, MA

FY 2000 grantee, funded at \$150,000 for two years + one-year extension
Report received December 10, 2003

Project goal: to demonstrate the viability of a sustainable metropolitan food system by linking food production with youth and community-based enterprises, while also imparting healthy food production and consumption skills to youth and urban neighbors by teaching and modeling skills in land remediation, culinary arts, and nutrition.

OBJECTIVES

Proposed

1. Demonstrate the viability of a sustainable metropolitan food system by linking food production with youth and community-based enterprise.

A. Form a 10-person advisory group for neighborhood input and local knowledge and experience.

B. Open and equip a 1,500 square-foot urban center that includes a commercial kitchen.

Performance

1. Funding complications delayed start-up and first year activities. Nonetheless, the project was able to address and accomplish most of its objectives.

A. In year one, relationships were established with local food businesses, neighborhood groups and community development organizations. During year two, instead of an advisory group, the grantee formed a "Lead Coalition," enlisting experts to help with the removal of lead from contaminated soils and to promote soil testing. In year three, the group became the Lead-Free Dudley Gardens Working Group and continued to work toward remediation and safe food production.

B. A local foundation donated \$100,000 for construction of the kitchen, which was completed in year one. In year two, the necessary permits were obtained so that the kitchen could begin production of a salsa product, as well as preparing meals for a weekly food delivery business. In year

three, the kitchen was used for introductory programs for 50 elementary school students, advanced culinary training for over 20 high school students, and for the production of salsa and for catering.

C. Research, design, and test a processed food enterprise and a fresh food enterprise to involve youth in business start-up and management.

C. At the end of the first year, two pilot food products had been considered for distribution. In year two, youth and staff researched, developed, designed, and tested products. In year two, the grantee's Farm Fresh Salsa began being sold to commercial and cooperative grocery stores and through the project's CSA. Year three increased sales to 2,200 units of salsa distributed through 10 stores in the area and added a catering service.

D. Research the economic viability of a youth-involved food service enterprise.

D. Project staff reviewed materials on youth food enterprises and worked with youth on the development of food products during the first year of the project. In year two youth-led enterprises were launched. Youth-led businesses begun in year two continued operations in year three.

E. Expand the grantee's community supported agriculture (CSA) program by increasing the number of shareholders by 50 percent.

E. The grantee's CSA program was increased from 100 to 150 shareholders in year one. In year two, the number of CSA shareholders increased from 150 to 208, plus another 42 shareholders in an Extended Season CSA. By year three, there were 225 regular shareholders and 70 Extended Season shareholders. These two activities combined generated over \$132,000 in revenue that year.

F. Transform the one-half acre Langdon Street lot into a site that is growing specialty and niche crops to supply other grantee enterprises.

F. A field plan for the Langdon Street lot was devised but not implemented in year one, as the greens to be grown depended upon use of the kitchen, for which completion was delayed. Instead, a contract was let with City Fresh Foods to provide greens in the early part of the season.

In year two, produce from the Langdon and Albion Street lots was used to create the salsa product and for vegetable-based baked goods. These items were distributed through the community lunch series, the CSA, and other local vendors.

In year three, 10 new acres of land in Lincoln were utilized by the project to increase production of specialty crops and those needed for value-added production.

G. Evaluate the success of the food enterprises created.

G. Salsa sales grew from 25 pints the first week to over 200 pints per week by the end of year two. Salsa sales generated \$5,000 in revenue in year two. In year three, production rose to 2,200 units of salsa, generating nearly \$8,500, which was supplemented by over \$3,000 in produce sales. Also in year three, a new service of weekly food deliveries – Harvest Bags – was initiated to serve 75 regular customers.

H. Launch a small-scale food enterprise that employs and trains at least five local youth and adults.

H. During the project's second year, a catering and take-out food operation was started, serving primarily fresh, vegetable-based foods. A lunch meal delivery service, serving up to 30 customers per day, two days a week, was employing three youth and generated earnings of over \$2,000. The lunch service, though attracting as many as 40 customers per day in year three, was discontinued due to lack of volume to make it viable.

I. Research and pilot the utilization of the grantee's urban commercial kitchen as an incubator for resident-driven food enterprises.

I.. Incubator kitchens and a seasonal community cannery were researched by the project in year one. The kitchen has been made available to local residents for food enterprises, but none were started in year two. A larger commercial kitchen in an adjoining neighborhood, opened near the end of year two, cut into furtherance of the project's value-added production activities.

2. Impart healthy food production and consumption skills to youth and urban neighbors by teaching and modeling skills in land remediation, culinary arts, and nutrition.

A. Transform the Leyland Street lot into a food production asset.

B. Host up to 16 community lunches annually to provide culinary arts training and nutrition education for 80 youth and 300 community members.

C. Develop an advisory committee to assist in the creation of healthy eating/nutrition program.

D. Open a resource and education center for food security, agriculture, enterprise, and health and nutrition issues that will include a library and audio-visual resources.

E. Develop and pilot a nutrition and culinary arts education program.

2. Efforts were ongoing to expand urban food production through land remediation and to develop community models for growing and preparing food. Culinary arts programs were also initiated.

A. The organization that owned the half-acre Leyland Street lot that was to be remediated changed its mind about land use mid-way through year one. However, while doing neighborhood outreach, another local land owner on Albion Street offered the project a small piece of property for use that is near other lots and the grantee's office. The Albion Street property was cleared, tested, composted, and used to grow herbs and vegetables in years two and three.

B. Eleven community lunches were held during the summer of year one, with youth and a local chef preparing project-grown food for each lunch. Over 200 individuals attended the lunches. In year two, another 11 community lunches were hosted for over 350 people. Year three saw 11 community lunches for over 800 people. The meals were prepared by project youth.

C. In place of an advisory committee, the grantee partnered with Operation Frontline and the Chefs' Collaborative to provide educational and cooking classes.

D. Five hundred dollars worth of books and videos were purchased in year one to use as reference resources for the development of food enterprises. New cookbooks with a focus on healthy and nutritious meals were purchased in year two and made available to the public through the education center.

E. In conjunction with Operation Frontline, a series of cooking classes was

begun. The kitchen space is also available to local growers for canning food grown in their gardens. In year three, 25 youth were involved in advance kitchen staff positions and participated in a 10-week cooking class.

PROJECT SELF-SUSTAINABILITY

Long-term financial self-sufficiency was addressed through income generating activities. The grantee's revenue-generating enterprises earned \$130,000 in 2001, double the amount of the previous year. Revenues in year two reached \$166,000 and rose to \$200,000 in year three, based on enterprise sales, event registrations, and CSA memberships. Corporate, foundation, and government funding also support the grantee's activities. The grantee has invested heavily in the Dudley Street neighborhood, as evidenced by the opening of an office and commercial kitchen near to the lots for food production, and community support continues to grow.

2000 Community Food Projects

Cultivating the Seeds of Change: Community Food Projects T&TA Program

Community Food Security Coalition
Venice, CA

FY 2000 grantee, funded at \$246,000 for three years

Report received December 30, 2003

Project goal: To provide a comprehensive package of technical assistance programs designed to improve Community Food Projects (CFP) projects and proposals nationwide by integrating training focused on community food projects with education on the principles and practices of community food security.

OBJECTIVES

Proposed

1. To assist potential applicants in understanding the purposes and application process of the Community Food Projects program.

A. Publish a full-color brochure on training services available.

B. Hold a two-day “Train the Trainer” workshop.

Performance

1. The Coalition provided a wide range of activities and services in response to applicant and grantee needs under the Community Food Projects program and met or exceeded all initial objectives.

A. The grantee’s web site, newsletters, emails, and conference announcements were used to provide information about training services available and as resources for trainers. A one-page flier was also developed and updated as necessary. The color brochure idea was scrapped to allow for easier updating of T&TA services.

B. A “Train the Trainer” workshop was held in May 2001 in Kansas City, MO. A total of 24 persons received training at the workshop and all agreed to lead five community food security workshops over a three-year period. Sixteen persons also attended a half-day training meeting in Washington, D.C. at the start of year two.

By the end of year three, the grantee reported that all but two of the 24 trainers actively led workshops. Another full-day trainer meeting was held in conjunction with the grantee's annual conference in Seattle in October 2002.

C. Develop a standardized curriculum and materials for training workshops on community food security.

C. "Enhancing Community Food Security: Facilitator's Reader," a resource of more than 130 pages, was developed for participants at the Kansas City training noted above. A tool kit for trainers with different workshop designs, slides, and resource lists is available on a CFSC trainers' web page, though access is restricted.

D. Hold at least 80 community food security workshops (10 in the first year and 35 each in years two and three) at the local, state, or national level.

D. During year one, the trainers noted in section (1) (B) above delivered 28 workshops and presentations on the concepts and practices of community food security, reaching approximately 1,300 persons. In year two, an additional 50 workshops and trainings were delivered to some 2,800 people. In year three, 58 more workshops and trainings were delivered to some 2,900 people. In total, 134 workshops were given during the grant period in a wide range of venues and locations.

E. Create a Power Point slide library for use by trainers in their workshops.

E. A collection of 103 Power Point slides were developed for use by Coalition trainers. They are available, though access is restricted, on the CFSC trainers web page.

F. Annually update *A Guide to Preparing a Winning Proposal for the Community Food Projects Program* to be made available through training workshops.

F. The Guide, first published in 2000, was updated in 2001, 2002, and 2003 to reflect program changes, and is available at no cost on the grantee's web site.

G. Publish a mini resource guide to the CFP.

G. The 16-page publication, "A Guide to Community Food Projects," was completed early in year two and posted on the grantee's web site. It includes case studies of seven CFP grantees around the nation. The guide was updated during year

three.

H. Operate a CFP hotline to provide direct, personalized assistance to program applicants.

H. The hotline was offered during year one and provided one hour of free consultation to 38 applicant organizations. Additional consultation was available for a fee. The hotline served 48 organizations during year two and 61 in year three. More than a third of applicants who received assistance from the grantee were funded in the fiscal year 2003 competition.

2. To assist CFP grantees in building their capacity to develop a successful project.

2. The grantee provided individualized assistance to CFP grantees to further their project goals and activities.

A. Establish a mentoring program and create a database of mentors to provide one-on-one assistance.

A. A pool of 20 persons were identified to act as mentors during year one and 15 of them were paired with grantee organizations for assistance purposes. However, due to the time involved in mentoring, this method of assistance was found to be unworkable and was discontinued in year two.

B. Augment staff and activities of the COMFOOD listserve.

B. The list serve has been a useful forum for distributing information. There were over 500 subscribers as of the end of the first year of the project. By the end of year two, there were over 650 subscribers, a 30% increase over year one. By the end of year three, number of subscribers totaled over 700.

C. Publish a variety of guidebooks for community food security practitioners.

C. The grantee has published six guidebooks in areas related to community food security. The most recent addition was "What's Cooking in Your Food System? A Guide to Community Food Assessment." Approximately 500 other grantee guidebooks were distributed in each of years two and three.

D. Continue to publish *Community Food Security News*.

D. Three editions of "Community Food Security News" were published during

year one and distributed to a mailing list of approximately 5,000 individuals and organizations. Two issues of the newsletter were published in year two and three in year three to a mailing list of some 5,000 people.

E. Offer scholarships for attendance at the Coalition's annual conference.

E. The grantee has made a priority of securing scholarship funds and was able to assist 41 of the 270 persons attending the Coalition's annual conference in Santa Fe, New Mexico in October 2000. In year two, 60 of the 295 people attending the annual Coalition conference in Washington, D.C. in October 2001 received scholarships. In year three, 52 of 554 participants received scholarships to attend the annual conference in Seattle.

F. Continue to hold half-day short courses at the Coalition's annual conference.

F. Four short courses were held at the Santa Fe conference involving 144 persons. Two courses at the D.C. conference trained 80 people. There were three short courses for 134 people held at the Seattle conference in 2002.

PROJECT SELF-SUSTAINABILITY

The grantee charges fees to cover a portion of the cost of providing training and technical assistance on the CFP. Funds from other sources have helped defray costs and a decentralization of training services has also been accomplished to also lower expenses. However, the grantee asserts that self-sustainability "is a difficult and perhaps inappropriate goal for training and technical assistance programs serving non-profit and community organizations." Indeed, under the CFP statute, T&TA grants do not have to meet sustainability requirements.